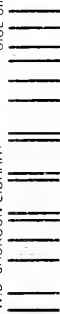


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FOR STUDIES IN EDUCATION**

The University of the State of New York

The State Department of Education

TWENTIETH ANNUAL REPORT

OF THE

EDUCATION DEPARTMENT

FOR THE SCHOOL YEAR ENDING JULY 31 1923

ALBANY

THE UNIVERSITY OF THE STATE OF NEW YORK

1924

THE UNIVERSITY OF THE STATE OF NEW YORK

Regents of the University
With years when terms expire

1926	PLINY T. SEXTON LL.B., LL.D., <i>Chancellor</i> <i>Emeritus</i> - - - - -	Palmyra
1934	CHESTER S. LORD M.A., LL.D., <i>Chancellor</i> - -	Brooklyn
1936	ADELBERT MOOT LL.D., <i>Vice Chancellor</i> - -	Buffalo
1927	ALBERT VANDER VEER M.D., M.A., Ph.D., LL.D.	Albany
1925	CHARLES B. ALEXANDER M.A., LL.B., LL.D., Litt. D. - - - - -	Tuxedo
1928	WALTER GUEST KELLOGG B.A., LL.D. - - -	Ogdensburg
1932	JAMES BYRNE B.A., LL.B., LL.D. - - - -	New York
1929	HERBERT L. BRIDGMAN M.A., LL.D. - - -	Brooklyn
1931	THOMAS J. MANGAN M.A. - - - - -	Binghamton
1933	WILLIAM J. WALLIN M.A. - - - - -	Yonkers
1935	WILLIAM BONDY M.A., LL.B., Ph.D., D.C.L. -	New York
1930	WILLIAM P. BAKER B.L., Litt. D. - - - -	Syracuse

President of the University and Commissioner of Education

FRANK P. GRAVES Ph.D., Litt. D., L.H.D., LL.D.

Deputy Commissioner and Counsel

FRANK B. GILBERT B.A., LL.D.

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Assistant Commissioner for Secondary Education

JAMES SULLIVAN M.A., Ph.D.

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GEORGE M. WILEY M.A., Pd.D., LL.D.

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JAMES I. WYER M.L.S., Pd.D.

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Visual Instruction, ALFRED W. ABRAMS Ph.B.

Vocational and Extension Education, LEWIS A. WILSON

TWENTIETH ANNUAL REPORT

OF THE

EDUCATION DEPARTMENT

THE UNIVERSITY OF THE
STATE OF NEW YORK

ALBANY, MARCH 24, 1924

Hon. H. Edmund Machold

Speaker of the Assembly, Assembly Chamber, Albany, N. Y.

SIR: Pursuant to law, the annual report of the Education Department is herewith submitted to the Legislature.

Very respectfully yours

CHESTER S. LORD

Chancellor of the University

FRANK P. GRAVES

*President of the University and
Commissioner of Education*

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TWENTIETH ANNUAL REPORT

OF THE

STATE EDUCATION DEPARTMENT

INTRODUCTION

In the following pages the report of the State Department of Education is submitted for the year 1922-23. A number of important problems and steps in advance are recorded in the statements prepared by the Assistant Commissioners and Directors of the various Divisions, which can be consulted under the appropriate heads. Most of these matters have been noted in previous reports and do not require attention here, even where they represent definite tendencies.

At the present time, however, there is one problem so perplexing and insistent as to require special discussion, although it has frequently been referred to before. This is the unhappy situation in rural education. Despite all that has been written and the efforts at relief that have been made, conditions remain almost the same as they were half a dozen years ago. Many good suggestions toward an improvement have been made, but through misunderstanding and misrepresentation it has not yet been possible to accomplish any essential change.

The reasons for this situation are deeply rooted in our history. During more than a century a line of demarcation has been growing up between our rural and urban education in New York, as in other commonwealths. The basal cause of this division is the growth of centers of population and the comparative isolation of those people still remaining in the country. We Americans less than a hundred years ago were mostly all rural and fared alike, but with the development of cities considerably more than one-half of our population may now be classified as urban. Through their remoteness the country people have become satisfied with their achievements, as they have not the opportunity to make comparisons.

They have naturally come to look with suspicion upon innovations, and they have not developed the habit, so common in cities, of cooperation in business enterprises and in social and educational work. Hence, despite their seeming unconsciousness of the fact, the schools of the rural folk have fallen behind the march of progress in education. In New York, at least, we find the entirely unfair situation of affording one type of school for the city and quite a different and inferior one for the country. While the school systems in the centers of population have been making noteworthy progress during the past 30 or 40 years, the rural schools have remained almost stationary.

About one-fourth of the total rural school enrolment and 45 per cent of the rural teaching corps are housed in one-room schools of a very crude sort. A fair percentage of these one-room buildings were constructed at least 40 years ago, although school architecture and equipment have been advancing by leaps and bounds during that time. Four-fifths of them have no provision for heating or ventilation, except the old unjacketed stove and open windows, respectively, and nine-tenths of the buildings are not properly lighted. In at least 90 per cent the seating is poor and unadjustable, and often where the seats could be arranged to suit the pupil, this has never been given consideration.

While the physical shortcomings of the rural schools are unfortunate, the intellectual conditions, which are of far more importance, are even worse. Where in the cities some four-fifths of the teacher's have had at least the minimum amount of standard training, that is, 2 years beyond the high school, in the country less than one-twentieth have so qualified; and the annual turnover in rural teachers each year is about 56 per cent. Rarely can the country districts secure any except the youngest and least experienced young women for their schools. The better class of teachers, attracted by improved living conditions, assured tenure, larger salaries, professional companionship and opportunities for growth and promotion, are largely drained off into the villages. As a natural result, scholastic progress in the rural schools is greatly handicapped, and, on the average, children of the same age are at least a year or two behind those in the cities. Moreover, in innumerable instances it is all but impossible for the farm children, however bright, to secure a high school training, for there is nothing of the sort anywhere in their neighborhood and no facilities are available for board or transportation.

For over a century there has thus been growing up an unfair contrast between the educational facilities of the city and those of the country. For almost as long a period educators and others in New York have been calling attention to the comparative ineffectiveness of our rural schools; and, since statistics, tests, surveys, and other forms of scientific measurement have come into general use, it has been even more patent that our country schools have not only fallen short of a reasonable standard of efficiency, but that they have cost far more for each pupil. Surely something ought speedily to be done to remedy this situation. Our educational slogan should become, "a square deal for the farm boy," and, however great the opposition, our efforts to attain this end should never cease until the rural youth is given practically the same school opportunities as the lad reared in the city.

As it has been constantly pointed out, the fundamental obstacle to be overcome is the small unit of organization, to which our rural people cling with tenacity worthy of a better purpose. New York is one of the very few states that still retain the district unit. This was a natural and effective method of organization in primitive colonial days when population was sparse, the settlements largely removed from each other, roads few and difficult, and means of conveyance crude or lacking. But today the district unit is an outworn piece of machinery, and should be relegated together with the stage-coach, the hand plow, and the tallow dip, to the limbo of the obsolete. In its stead, some commonwealths, like those of New England, New Jersey, Michigan, Ohio and Indiana, have organized on the township basis, while country control has been generally utilized in the South and in Utah, and the community or enlarged district plan has been established in Illinois and other western states. In fact, the only other states in which little progress toward a larger unit has been made would seem to be Texas, Arizona and Nevada. Is New York, with all its population, wealth and progress in other lines, willing to be grouped with so small a minority?

Even more serious in its effects is the use of the district as a unit of taxation. All public utilities in New York are taxed according to their location. That is, each little district has the benefit of an assessed valuation in keeping with the amount of corporate property within its boundaries. This leads to gross inequities and an unfair distribution of the burden of school support. If a district happens to have a railroad, trolley line, telegraph and telephone connections, gas and water mains, and pipe lines running through it, the residents

may escape with a school levy of a fraction of a mill, while another district—often right beside it—may be obliged to pay twice, 5 times, or even 20 or 30 times as much for exactly the same educational facilities. Nothing more thoroughly undemocratic or unfair could very well be devised.

But, while everything depends upon the adoption of some plan of reorganization, this is not an easy thing to secure. A proposition of this sort was enacted in New York in 1917, but the statute was repealed the next year without a fair trial. The legislation came into effect during a most unfortunate period, when the cost of living was rising rapidly, and, through a confusion of causes, the increasing burden in taxation was charged to the rural school law. Many also developed an hostility to the law on the ground that it had been imposed upon them by the State Department of Education. To avoid a repetition of this objection, a Committee of Twenty-one, composed of representatives of the farm organizations and educational interests of the State, was formed in 1920 to make a careful scientific report on the situation and to recommend reforms.

This investigation, subsidized by a gift from the Commonwealth Fund and conducted by leading experts, was successfully completed in 1922, and the results were published in a series of volumes. A description of their findings has been given in the preceding annual (1921-22) report, and need not be repeated here. The plan for a "community" district, with generous subsidy from the State, was embodied in a bill and presented at the session of the Legislature in 1923. The bill was lost through being held in committee, but will be presented again in revised form at the forthcoming session. It ought to pass — in optional if not compulsory form — but no one can venture predictions in a matter where prejudice and emotion, rather than facts and reason, may prove controlling factors.

Whatever the outcome, however, our efforts in this most important educational reform should never cease until something adequate has been accomplished in New York to give the farm boy equal opportunity with his city brother. There is certainly no ground for discouragement, as the tortuous history of improvement in this direction has been the same in all other states as in our own. The policy of a larger unit and equalization of support is bound to win in time through its own merit and in proportion as its value becomes known by trial. The achievements elsewhere have been strung out over many years, and have been preceded by unsuccessful attempts and not infrequently followed by reactions and legislative repeals.

But there has been a steady, if slow advancement, and amid all the adverse conditions and bitter opposition there has been a strengthening of principles and concrete accomplishment.

The other outstanding need for relief, which has often been mentioned, is found in the financial stringency of education in several of our larger cities. The situation is especially acute in cities having a population of over 100,000, where, under the Constitution of the State (article VIII, section 10), the amount raised by taxation for city purposes can not in any one year exceed 2 per cent of the assessed valuation. Six cities — New York, Buffalo, Rochester, Syracuse, Albany and Yonkers — are already caught in the toils of this tax limitation, and, after the State census of 1925, two (possibly three) others — Schenectady and Utica (and perhaps Troy) — will be similarly involved. Hence, in actual numbers, not far from three-quarters of our population and our school attendance are hampered by this restriction and are likely to be in serious difficulties in the immediate future. Rochester has for several years been mortgaging her future by incurring a special indebtedness until more than one-third of all moneys appropriated for school purposes are absorbed by debt service. Buffalo may soon be forced into a similar policy, with closing the schools as an alternative. New York has saved itself up to the present largely by the greatly increased valuation of its real estate. The other cities have escaped mostly by living within their income and endangering their school efficiency.

The tardiness in securing relief for these cities has been in large measure due to inability to convince ourselves that this constitutional limitation applied to school expenditures. In some states outlay for schools has been held not to be an expenditure for city purposes. As indicated in the introduction to our annual report for 1920-21, it was hoped that this would be found to be the solution for New York. The decisions of the Supreme Court in the cases of Buffalo and Rochester, affirmed by the Court of Appeals (*Matter of Emerson vs. Buck*, 230 N. Y. 380; *Board of Education of City of Rochester vs. Van Zandt, et al.* 234 N. Y. 644), however, have given us pause in this interpretation. And the investigations and studies made by Professor Howard Lee McBain and others (through funds granted the Board of Regents by the Carnegie Corporation at the request of the Honorable James Byrne) have completely shattered our hopes. It is now evident that the limitation in taxation of the New York Constitution applies to expenditures for schools, as to all other city purposes.

This course of escape from educational insolvency in our cities would now seem to be definitely out of the question. What then should be done? The cities clearly can not keep within the limitation and maintain efficient schools. School needs are constantly increasing and fully 80 per cent of the school budget in cities is mandatory and the cities are required by the State to meet it, with but a relatively small amount of state aid. A constitutional amendment might of course be attempted, but this is very uncertain, and if eventually successful, would come too late to keep the cities involved from running upon the rocks. Likewise, the evasion used in Rochester and Buffalo must be regarded as merely a temporary device. Some cities may solve the problem by extending the boundaries of their school district so as not to be coterminous with those of the city, but this could be merely a local expedient.

There is, however, one sure and legitimate method of relief, and that is through a greatly increased amount of state aid. When it is recalled that the schools of New York cost more than \$200,000,000 each year, the sum of less than \$40,000,000 contributed by the State itself is insignificant and might easily be doubled. More than one-half the states are appropriating in larger proportion than one-fifth toward the expenses of public education, and a wealthy and progressive state like New York ought to be among the leaders. Under our Constitution education is made a state function, and the Legislature is required "to provide for the maintenance and support of a system of free common schools wherein all the children of this State may be educated." While additional expenditures can not be popular at a time when the one cry seems to be for a reduction of both national and state taxes, it is clear that our larger cities stand in desperate need of much more money than can now be raised through local sources, even though their citizens be perfectly willing. And it is scarcely likely that the people of New York would wish to refuse one cent that is really needed for the financial support of the greatest agency in the making of good and useful citizens and in furnishing equal opportunities for all our children. The financial relief desired by our cities must now come through an enlarged contribution from the State.

In the report on Indian Schools (p. 105) reference is made to the continued irregularity of attendance upon the part of Indian children. For some years the State has found itself in an amusing but somewhat exasperating situation with reference to the education of Indians on the reservations within its borders. The total area of

the reservations of the various bands and tribes is about one-eighth that of the small state of Rhode Island, and the population is somewhat under 6000, but the Indians hold that they are nations independent of either State or Federal Government and refuse to be bound by the educational or other laws of New York. The State furnishes schools on the reservations at its own expense, but some of the Indian children will not attend and there has seemed to be no way to compel them.

The contention of these Indians, who belong to the old League of the Iroquois, is that they are "nations within a nation." They declare that they were nations long before the United States was a nation, and that by the treaty of Canandaigua in 1794 the United States agreed that they should retain their tribal property until such time as they were ready to sell or dispose of it to the people of the United States. Gradually their land has been alienated and the Federal Government has assumed the position of "guardian," but the Indians still claim tribal autonomy. "Why should we give up our government which in the days of the white invasion was a stable and powerful one?" they ask in effect. "If the United States desires consolidation, let them come to us seeking admission to our confederacy; we are the oldest government and we still exist and desire to exist."

Of course, such an interpretation seems strained. For over a century the State maintained control and punished all minor crimes committed by Indians upon reservations, just as the Federal Government still exercises jurisdiction in the case of the seven major crimes, without protest in either case. But under an opinion of the Attorney-General of New York, rendered in 1916, which was perforce adopted by the United States District Court, it was held that the State had no power to punish any crime committed by an Indian, and this has been seized upon as a basis for stirring up difficulties. If the opinion of the Attorney-General be correct — it has, of course, not yet been tested in the United States Supreme Court — an Indian could with impunity commit petty larceny, assault in the third degree, all of the misdemeanors, and all of the statutory felonies. The United States takes cognizance only of major crimes, and the tribes themselves allow the petty offenses to go unpunished, save by feudal revenge. Hence if the hands of the State are really tied, nothing can be done. As a consequence, Indian parents in New York are at present not punished for failing to send their children to school under the Compulsory Education Law, nor are they

required to obey the mandate of any other State department or of any local authorities.

Obviously this condition of lawlessness in the Empire State should be removed. It would be possible to ask the Supreme Court of the United States to overrule the opinion of 1916, but this would take some time. A more effective method might be to have the United States assume jurisdiction through the enactment of new statutes, but it would not be desirable to create a Federal system of education alongside that of the State. By far the best plan would be through the passage of an act of Congress, to enable the State authorities to reassume the jurisdiction they exercised up to 7 years ago. By this act there could be delegated to the State of New York the jurisdiction concerning education, health, and all minor police matters that the State Attorney-General argued lie entirely within the Federal control. Then, when attempts were made to violate the Compulsory Attendance Law, it could be maintained on the reservations; and the Indian youth would come into the American birthright of a public school education.

Numerous other minor matters upon which popular sentiment should be enlightened and legislative relief sought will be found in the reports of the various Divisions of the Department and will not need special emphasis here. We hope that the entire report will be carefully read.

Respectfully submitted

A handwritten signature in dark ink, appearing to read "Theophilus G. Jones". The signature is fluid and cursive, with a long, sweeping underline that extends to the left.

ELEMENTARY EDUCATION

Prepared by George M. Wiley, Assistant Commissioner for Elementary Education

Public School Registration

The total registration in the public schools of the State during the year ending July 31, 1922 was 1,820,506. Of this number 925,554 were boys and 894,952 were girls. Notwithstanding the common impression relative to the rapidity with which boys dropped out of school there were 30,000 more boys than girls registered in the schools of the State during the past school year.

TABLE 1
Public school registration

	<i>Boys</i>	<i>Girls</i>	<i>Total</i>
Cities	701 914	675 524	1 377 438
Villages	41 627	41 601	83 228
Towns	212 500	205 936	418 436
Total	956 041	923 061	1 879 102
Less duplicates	30 487	28 100	58 506
Net registration	925 554	894 952	1 820 506

It will be noted in table 1 that whether we take the registration for the cities, villages or the towns (towns including small villages and rural schools) the boys outnumbered the girls in each instance.

The average daily attendance in the public schools throughout the State during the school year ending July 31, 1922 was 1,518,781. The average daily attendance of the boys was 773,271. The number of girls in average daily attendance was 745,510. In this respect, therefore, the boys also outnumbered the girls.

The percentage of average daily attendance to the net registration, which may be regarded in one sense as an index of attendance conditions, was 84 per cent.

TABLE 2
Average daily attendance

	<i>Boys</i>	<i>Girls</i>	<i>Total</i>
Cities	581 748	558 302	1 140 050
Villages	33 792	33 927	67 719
Towns	157 731	153 281	311 012
Total	773 271	745 510	1 518 781

It is to be noted that in the average daily attendance as well as in the registration, the boys exceed the girls in both cities and towns while in the villages the average daily attendance of the girls is slightly above that of the boys.

A further analysis of the attendance in the towns may be of interest. The number includes both the small villages and the strictly rural schools. The total number of pupils registered in the towns including small village high schools and rural schools was 418,436. The average daily attendance in these schools was 311,012. The percentage of average daily attendance to the total registration in these schools was only 74. This, as will be noted, is considerably below the average for the State.

Of the 418,436 pupils in attendance in the village and rural schools, 154,553 were registered in one-room rural schools. In small graded schools having no high school department there were registered 81,076 pupils. In village schools maintaining high school departments including both high school and elementary pupils in these village schools there were registered 182,807.

TABLE 3

	<i>Registration</i>	<i>Average daily attendance</i>
Pupils in one-room rural schools.....	154 553	111 727
Pupils in rural graded schools, two teachers or more..	81 076	55 677
Pupils in village high schools including both high school and elementary registration.....	182 807	143 608

An examination of the above table shows that the percentage of the average daily attendance to the total registration in the one-teacher rural schools was 72.2 per cent. The average daily attendance was 68.6 per cent of the total registration in the elementary schools with two teachers or more. In the village high schools including both elementary and high school pupils the average daily attendance was 78.5 per cent of the total registration.

During the past school year 24 per cent of the total number of pupils in average daily attendance in the schools throughout the State were found in the villages under 4,500 in population and in the rural schools. Of the 311,012 pupils in average daily attendance in small village and rural schools 111,727, or 32 per cent, were in attendance in one-teacher rural schools. In other words, approximately 8 per cent of all the pupils in average daily attendance in the schools of the State during the past school year were found in one-room rural schools.

The comparison between the average daily attendance and total registration as noted above indicates that the attendance of pupils in the rural communities is not so satisfactory as the attendance of pupils in larger villages and in the cities of the State. The percentage of attendance of pupils in the cities, using for determination the average daily attendance and the total registration, was 82 per cent. In the villages it was 81 per cent, while in the towns including small villages and rural schools it was 74 per cent. This indicates an economic loss and waste which may not be apparent on the surface, but in evaluating the total product of the schools during a period of years it is a most important factor in the educational program of the State.

School Costs

TABLE 4

<i>Year</i>	<i>Total cost Public education</i>	<i>Amount appor- tioned by State</i>	<i>Percentage contributed by State</i>
1909-10	\$50 665 532	\$5 516 884	10.80
1910-11	53 238 130	5 769 309	10.84
1911-12	59 063 976	5 830 230	9.87
1912-13	63 185 124	5 923 176	9.37
1913-14	67 433 482	6 092 439	9.03
1914-15	71 015 703	6 281 943	8.84
1915-16	70 179 935	6 460 825	9.22
1916-17	77 985 824	6 713 860	8.61
1917-18	83 682 746	7 033 554	8.41
1918-19	92 334 179	7 424 440	8.04
1919-20	108 596 912	12 864 462	11.84
1920-21	167 783 765	33 856 116	20.18
1921-22	188 604 973	35 833 018	18.99
1922-23	.....	37 756 158	...

The cost of maintaining public schools of the State during the school year 1921-22, although showing an increase over the cost of maintaining schools during the preceding school year, is conservative. As has been noted in earlier reports, the large increase in public school costs was found in the year 1920-21 when the total cost of public education in the State was \$167,783,765 as compared with a total cost of \$108,596,912 for the school year 1919-20, or an increase of approximately 60 per cent in 1 year.

The state appropriations for the support of public schools have increased greatly during the past few years. The actual figures in this matter may be taken from table 4. Relatively, however, the State is making a small contribution for the support of its public school program. With total school expenditures in the State approximating \$200,000,000, the state appropriation of \$37,000,000 represents only 18 per cent of the total cost of education.

The percentage of school expenditures in any state which should be contributed by the state as a whole is a question which can not be answered conclusively. It is evident, however, from comparative data which is readily available from other states that New York spends a comparatively small amount on the percentage basis for the support of schools through the state budget.

During the past 4 years the total expenditures for school purposes in the State has practically doubled. The \$100,000,000 mark was passed during the school year 1919-20 when the total expenditures from both state and local appropriations were \$108,596,912. During the following 3 years this has increased to \$200,000,000. By some it is interpreted as an expression of the larger responsibility which the State appreciates toward the important problems of education. By others it will be interpreted differently. Regardless of the interpretation, however, it is a very conservative investment for a commonwealth of more than twelve million persons with a wealth which is roughly estimated by the United States Census Bureau as approximately \$40,000,000,000 or a tax of approximately one-half of one per cent of the total estimated wealth of the State.

TABLE 5

	<i>Expenses</i> 1921-22	<i>Expenses</i> 1922-23
Cities	\$147 817 767	.....
Villages, 4500 and above.....	9 220 404	.....
Towns including small villages and rural schools.	31 566 802	.....
Total	\$188 604 973	.....

The expenditures for school purposes in the cities of the State during the school year 1921-22 amounting to \$147,817,767 were 78.3 per cent of the total expenditures in the State for school purposes. In the towns including village and rural schools the expenditures were \$31,566,802 or 16.7 per cent of the total expenditures for school purposes.

School Costs in the Cities of the State

A comparison of school maintenance costs in the cities of the State during the past school year indicates that the increase over the preceding year was conservative. As reported previously for the school year 1921-22 the median school maintenance cost per pupil in the cities of the State was \$82.47. It should be noted that this includes only current expenses and does not include expenses for debt service or capital outlay. During the school year 1922-23

the median school maintenance cost per pupil in the cities of the State was \$84.94 or an increase during the year of 3 per cent.

This statement should be carefully distinguished from the average per pupil cost which is quite another matter. The median school maintenance cost per pupil in the cities of the State amounting to \$82.47 for the past school year means that there were as many cities in the State with a per pupil maintenance cost below this figure as there were cities in the State with a per pupil maintenance cost above this amount. By arranging the cities in order, showing for each the per pupil cost for the year based on current expenses, the middle city of the group shows a per pupil cost of \$84.94 for current purposes.

During the school year 1920-21 the median maintenance cost per pupil was \$80.34. For the past year the figure given, \$84.94, shows a slightly greater increase than the increase during the preceding year.

TABLE 6

Median school maintenance costs per pupil in the cities of the State

	<i>Cities</i>	<i>Percentage of increase</i>	<i>Villages</i>	<i>Percentage of increase</i>
1920-21	\$80.34	...	\$77.58	...
1921-22	82.47	2.6	79.20	2.2
1922-23	84.94	3.0	85.33	7.7

A similar comparison covering the villages of the State having a population of 4500 and over and employing a superintendent of schools shows a somewhat larger increase during the past school year over similar costs during the school year 1921-22. During the past school year the median school maintenance cost per pupil in the villages of the State employing a superintendent was \$85.33. This is an increase of \$6.04 over the preceding year or an increase of 7.7 per cent. During the school year 1920-21 the maintenance school cost per pupil in the villages of the State was \$77.58. While the increase a year ago was 2.2 per cent, the increase during the past year was considerably greater. The factors entering into the cost have not been analyzed in sufficient detail to explain these differences. It should be noted in this connection, however, that the median maintenance school costs in the villages should be interpreted in the same manner as in the cities. This means that there are as many villages of the State employing a superintendent where the median school maintenance cost is below \$85.33 as there are villages having a higher per pupil maintenance cost.

The figures given in both instances are based on average daily

attendance and not on registration. The school expenditures used cover only current expenses and do not cover capital outlay.

In general it may be stated that the increase for the school year 1922-23 has been conservative.

School Costs in Rural Communities

In an early report which was not published a somewhat extensive study was made covering comparative costs in rural schools. This study brought out clearly the heavy instructional cost of maintaining schools in the rural communities. The per pupil investment is necessarily heavy where the attendance is limited.

It was found that the instructional per pupil cost in four typical towns in Washington county varied from \$21 per pupil to \$218 per pupil. In a similar comparison covering four towns in Cattaraugus county the per pupil instruction in four towns varied from \$36 to \$256.

Taking the same four towns in Washington county and the same four towns in Cattaraugus county for the school year 1922-23 we find that the instructional cost per pupil in the schools in Washington county varied from \$30 per pupil to \$404 per pupil. In the same four towns in Cattaraugus county during the past year the instructional cost varied from \$45 per pupil to \$266 per pupil.

The schools in these towns in the two counties used for purposes of illustration were divided into two groups in order to make cost comparison between the schools having an average daily attendance of ten or more pupils and those schools having an average daily attendance of less than ten pupils.

TABLE 7

Per pupil instructional cost in the schools in four towns in Washington county

Schools having an average daily attendance of 10 or more pupils		Schools having an average daily attendance of less than 10 pupils	
1919-20	1922-23	1919-20	1922-23
\$70.72	\$124.88	\$218.06	\$404.80
60.64	91.20	210.57	303.40
62.80	84.28	184.41	362.86
58.38	83.08	172.00	185.50
53.25	80.50	114.10	170.30
49.57	77.32	110.50	153.00
49.21	76.44	108.37	146.23
48.06	75.51	103.09	130.41
46.86	72.80	102.13	128.79
46.40	72.56	101.00	122.26
M 45.31	66.09	98.20	M 122.01

TABLE 7 (concluded)

Schools having an average daily attendance of 10 or more pupils		Schools having an average daily attendance of less than 10 pupils	
1919-20	1922-23	1919-20	1922-23
44.86	66.58	94.48	115.26
43.37	65.80	93.46	109.02
42.04	65.37	93.29	103.65
41.93	65.02	92.17	100.07
40.58	64.93	M 92.03	98.33
39.14	M 63.43	90.50	97.17
36.38	61.53	84.53	96.84
34.60	60.18	84.25	94.71
33.28	56.85	83.75	81.15
33.05	56.68	76.11	81.06
21.22	56.48	74.07	
	56.12	69.01	
	55.98	68.36	
	53.45	67.85	
	52.53	67.82	
	51.74	65.50	
	48.94	64.70	
	45.98	64.40	
	40.60	61.32	
	40.68	57.86	
	38.60	57.52	
	38.57		
	30.93		

TABLE 8

Per pupil instructional cost in the schools in four towns in Cattaraugus county

Schools having an average daily attendance of 10 or more pupils		Schools having an average daily attendance of less than 10 pupils	
1919-20	1922-23	1919-20	1922-23
\$83.37	\$131.02	\$256.30	\$266.65
82.12	101.52	208.06	221.70
65.05	97.70	202.30	181.45
63.33	95.39	173.10	181.18
58.30	88.49	156.47	181.10
56.26	78.12	144.04	165.80
53.35	77.57	137.90	154.13
51.46	72.25	124.66	152.04
51.18	66.40	121.75	150.93
M 49.32	M 65.97	100.40	144.88
48.85	64.65	106.22	138.86
46.54	64.45	M 105.85	M 127.03
44.18	62.84	104.29	119.36
43.80	61.42	104.27	113.55
42.37	50.45	94.30	108.42
42.02	52.11	94.13	104.43
41.86	50.43	93.63	103.71
37.07	48.25	89.54	103.04
36.76	47.60	89.14	95.42
36.71	45.52	75.73	94.77
		74.37	90.90
		73.99	85.00
		73.71	81.16
		66.07	81.13

TABLE 9

**Median instructional cost in cities, villages and certain rural communities
in the State 1919-20 and 1922-23**

1919-20		1922-23	
Median city of the State...	\$44.53	Median city	\$54.31
Median village of the State	44.86	Median village	49.41
Four towns of Washington county, schools having 10 or more pupils.....	45.31	Four towns of Washington county, schools having 10 or more pupils.....	63.43
Four towns of Washington county, schools having less than 10 pupils.....	92.03	Four towns of Washington county, schools having less than 10 pupils.....	122.01
Four towns of Cattaraugus county, schools having 10 or more pupils.....	49.32	Four towns of Cattaraugus county, schools having 10 or more pupils.....	65.07
Four towns of Cattaraugus county, schools having less than 10 pupils.....	105.85	Four towns of Cattaraugus county, schools having less than 10 pupils.....	127.03

Among the cities of the State the highest instructional cost per pupil in the elementary grades during the year 1922-23 was \$92.98. The highest instructional cost for the elementary grades in any village was \$91.33. A comparison of these figures with the instructional cost in the rural schools shows that in the schools used for purposes of illustration in Washington and Cattaraugus counties the instructional cost in the smaller schools is far greater than the instructional cost in the cities and villages in the State offering the most progressive and the most enriched course of study and other educational opportunities. In other words, there are hundreds of rural schools over the State showing instructional costs per pupil of \$200, \$300 and \$400. Not only are these instructional costs 2, 3 and 4 times the instructional costs in the best school systems of the State but more than that the return to the pupil in the vast majority of instances is unfortunately very limited. It represents a large expenditure of money with a minimum return.

Usually in evaluating school systems we find that the return to the community bears a certain ratio to the expenditure. This is not true in the small rural schools of the State. The per pupil expenditure is large but the return to the pupil and to the community is small.

It should be clearly understood that the solution of this situation is not to be found in any one single factor. Better teachers are important. Better school buildings are necessary. Courses of study need to be modified. These and other factors are all vital and merit serious consideration. It is clear, however, that not until there is an entirely different administrative and supervisory

unit in the rural schools will the communities secure an educational program which begins to serve the needs in a manner reasonably comparable with the service that is being rendered by the schools in our larger villages and more progressive cities.

Professional Training of Teachers

The program for the improvement of the professional training of teachers received very definite impetus through the constructive action of the Board of Regents whereby the state normal schools entered upon the three-year course with the school year opening in September 1922. It had been felt that the lengthening of the professional courses in the state normal school from 2 years to 3 years might result in some marked falling off in the attendance. On the contrary, the attendance in the state normal schools during the year 1922-23 was the largest in history. As compared with the years immediately preceding, it indicates that these professional schools, notwithstanding the strengthening of their work and the lengthening of the course, are holding their position as the distinctive institutions of the State maintained by the State for the purpose of training teachers for the elementary schools.

TABLE 10

Registration in state normal schools for the year 1922-23

Brockport	163
Buffalo	876
Cortland	232
Fredonia	162
Geneseo	409
New Paltz	319
Oswego	355
Oneonta	546
Potsdam	312
Plattsburg	250
Total	3654

In addition to the work of the state normal schools as primary agents for the professional training before service, they are beginning to carry forward a very definite and far-reaching program for the professional training and improvement of teachers in service. This is being done in two ways: (1) through extensive summer session programs at the state normal schools; (2) through the development of extension courses offered during the year by these institutions either at the state normal school or in centers where the work is conducted on Saturdays by various members of the state normal school faculties.

Summer sessions were conducted at nine state normal schools and also at the State College for Teachers during the summer of 1923. The total registration at these institutions during the summer of 1923 was 5,132.

A distinctive feature of the work during the summer of 1923 was the definite organization of courses for physical education which were offered at the Cortland State Normal School. The completion of the new building at the Cortland State Normal School, which has been specially equipped for work in physical education, in addition to the general elementary courses, offered an excellent opportunity for the work in physical education which was organized as a feature of the work at Cortland. The summer school of physical education, which had previously been carried forward at Cornell University, was taken over by the Cortland State Normal School and proved very successful. There were 217 registered in this course, which was open only to teachers of experience.

TABLE II
Registration in summer sessions of normal schools

	1920	1921	1922	1923
Albany	665	800	916	1 023
Buffalo	1 004	1 104	965	835
Geneseo	703	814	857	547
Cortland .....	....	....	....	217
Fredonia .....	....	....	....	155
New Paltz	112	215	277	234
Oneonta	729	812	983	809
Oswego	559	705	737	647
Plattsburg	110	200	262	250
Potsdam	150	250	400	415
Total	4 032	4 900	5 397	5 132

Teacher Certification

During the school year 1922-23 there was noted very definite progress in the carrying forward of the new statewide teacher-training program which has been discussed at length in previous reports. During the year there were issued 7867 teachers certificates. An analysis of the forms of certificates issued is of special interest for the purpose of noting tendencies in the teaching personnel during the past year. In addition there is presented a table covering similar data for the past 6 years. The table is of value, not only in the facts presented governing the forms of certificates issued during the past school year, but also as an indication, in part at least, of the professional training of the teachers entering the

service in so far as this may be indicated by the types of certificates issued.

The certificates issued have been grouped under six headings:

1 Those representing college training or its equivalent indicating 4 years of preparation beyond high school.

2 Credentials representing normal school training or at least 2 years of professional work beyond high school.

3 The training class group having had 1 year of professional study.

4 The academic certificates or credentials which represent only 6 weeks of professional training beyond high school. It should be noted in this connection, however, that the large percentage of these certificates represent additional professional training through successful summer sessions, which in the total may represent work considerably beyond one summer. This certificate, however, has been a most unsatisfactory credential and is now to be discontinued. The last certificates of this grade have been issued and are valid for the school year 1923-24. They will no longer be issued.

5 Certificates issued on examination only without any academic or professional training. These certificates, including the rural renewable certificates, limited state certificates and permanent state certificates, have been discontinued by action of the Board of Regents and will automatically be discontinued during the 2 years 1924-26.

6 Temporary licenses which may or may not represent professional training. A large percentage of those holding temporary licenses are of course without professional training. On the other hand, many have had professional training but are short in some technical requirement.

TABLE 12

Percentage of teachers certificates of various grades issued during the past six years, 1918-23

	1917-18	1918-19	1919-20	1920-21	1921-22	1922-23
College training or 4-year group.....	14	13	14	14	12	15
Normal school training or equivalent 2-year group.....	42	29	26	38	38	45
Training class or 1-year group.....	20	17	15	9	10	11
Academic certificate, high school graduates with 6 weeks training.....	5	7	8	16	20	13
Examination only; no academic or professional requirement.....	3	3	3	3	3	5
Temporary licenses; some fully trained, some with no training.....	16	31	34	20	17	11
	100	100	100	100	100	100

It is of interest to note that during the past school year 15 per cent of all credentials issued represented college training or 4 years of study beyond high school, and 45 per cent of all certificates issued represented normal school training or its equivalent. In other words, 60 per cent of all certificates issued during the past school year represented either normal school or college training or the equivalent. This is a very satisfactory situation in view of the conditions immediately following the war when, for instance during the year 1919-20, only 40 per cent of all certificates issued were of this grade.

The table shows clearly the very serious situation resulting from war conditions. This may be noted, for instance, in the large increase in the percentage of temporary licenses issued during the years 1917-18, 1918-19 and 1919-20 when the percentage during these 3 years increased from 16 per cent the first year to 31 per cent the second year and to 34 per cent the third year. In other words, during the year 1919-20 one credential in every three issued by the State to teachers entering the service was a temporary license.

It was of course necessary to use every possible means to man the schools during that critical period. At the same time it has been no small task during the period following 1920 to reduce this percentage of temporary licenses and to strengthen gradually the higher forms of certification. As an indication of the improvement in the professional status of the teaching staff, we may note the gradual decrease in the temporary licenses during the past 3 years from 34 per cent in 1919-20 to 20 per cent in 1920-21, still further decreased to 17 per cent in 1921-22 and reaching the low level of 11 per cent in 1922-23. In other words, while one certificate in three in 1919-20 was a temporary license, during the year 1922-23 only one certificate in ten was of this character.

Other interesting conclusions may be drawn from the table presented. The fifth group, for instance, indicating the certificates issued on examination only, will disappear within the next few years as a result of action already taken by the Board of Regents. Academic certificates will automatically disappear because of the same constructive plans that are already under way. The larger apportionment to the training classes and the increased academic requirement for admission to these classes which are now open only to high school graduates will strengthen this group for the next few years and will help greatly to supply teachers for the one room rural schools.

While we are in better condition in respect to those entering the teaching service than at any time during several years, the plans now under way will mean a further strengthening of the professional training of teachers entering the service and point clearly to a much higher percentage of certificates of the higher grades during the next few years.

While special interest in this report is found in the statistical information for 1922-23, the facts for this year can not be correctly interpreted except as we note general tendencies which are seen in proper perspective only by comparison with preceding years as presented in the table. There is very definite progress in the improvement of the teaching personnel as indicated by the certificates issued during the year. The improvement of the teacher-training program is very definitely under way and positive results are already a matter of record. The certificates mentioned under groups 4 and 5 are automatically disappearing. The training class group itself has been greatly strengthened. Eventually we must look forward to the time when no credentials will be issued which represent less than 2 years of professional training.

TABLE 13

	<i>No. of certificates 1922-23</i>	<i>No. of teachers</i>	<i>Percentage of each group</i>
College graduate professional life....	86		
College graduate limited.....	502		
College graduate permanent.....	137		
College graduate permanent provisional	282		
State College for Teachers.....	94	1 101	.15
Normal school diploma.....	1 643		
Indorsed state certificate.....	20		
Indorsed state normal.....	108		
Temporary equivalent	68		
Permanent equivalent	42		
Temporary normal	107		
Training school	626		
Special certificates	644		
Special evening	150	3 408	.45
Training class	501		
Training class conditional.....	103		
Training class subacademic.....	173		
Vocational	88	865	.11
Academic certificates	917		
Librarian certificate	69	680	.13
State limited	22		
State life	111		
Rural school renewable.....	250	383	.05
Temporary	1 124 ^a	800	.11
	7 867	7 543	1.00

^a Approximately 800 teachers

Of the 60,000 teachers representing the total staff in the public schools of the State, 30,000, or approximately one-half, are employed in the schools in New York City. Of the other half of the teaching staff in the State there are 15,000 in the up-state cities and in the villages employing a superintendent of schools. The remaining 15,000, or approximately 25 per cent of the entire teaching staff of the State, are found in the district supervisory units.

During the year a study was made of this group of teachers employed in the small village and rural schools, which brought to the office reports from 13,531 of these teachers employed in village and rural schools. Of these 13,531 teachers, 6370 were teaching in one-room schools, 4905 were employed as elementary teachers in the graded or village schools and 2256 in the high schools in the villages in the supervisory units.

TABLE 14
Academic training of 13,531 teachers in district supervisory units
6370

<i>Academic preparation</i>	<i>elementary teachers in one- room schools</i>	<i>4905 elementary teachers in village schools</i>	<i>2256 high school teachers in village schools</i>
	<i>Percentage</i>	<i>Percentage</i>	<i>Percentage</i>
College graduate	1	2	67
Part college work	2	5	6
High school graduate.....	68	72	23
Part high school	25	17	3
Elementary school graduate.....	4	4	1
Part elementary school	0	0	0

A classification of the teachers in these three groups in terms of their academic training indicates the marked superiority of the village teacher over the teacher in the one-room rural school. Seventy-one per cent of the teachers in the one-room schools in the State during the past year were either high school graduates or had further advanced training. Of the elementary teachers in village schools, 79 per cent were high school graduates or had further training, while of the high school teachers in the small villages, 96 per cent were graduates of high schools or higher institutions.

The academic training of the teachers in the one-room rural schools of the State shows a marked increase during the past 3 years, the percentage of high school graduates having increased during the past 3 years from 64 per cent in 1920-21 to 71 per cent in 1922-23.

If we consider the same three groups of teachers from the stand-

point of their professional training in college or in normal school it may be noted from the accompanying table that 8 per cent of the teachers in the one-room schools are either normal school graduates or have had professional work in higher institutions. Of the elementary teachers in the village schools, 50 per cent have had normal school or college training while in the high schools in these supervisory units, 79 per cent are within this class.

TABLE 15

Professional training of 13,531 teachers in district supervisory units

<i>Professional training</i>	<i>6370</i>	<i>4905</i>	<i>2256</i>
	<i>elementary</i>	<i>elementary</i>	<i>high school</i>
	<i>teachers</i>	<i>teachers in</i>	<i>teachers in</i>
	<i>in one-</i>	<i>village schools</i>	<i>village schools</i>
	<i>room schools</i>		
	<i>Percentage</i>	<i>Percentage</i>	<i>Percentage</i>
Training in college.....	1	3	58
Normal school graduate.....	7	47	21
Part normal	3	3	2
Training school graduate	2	4	0
Part training school.....	0	1	0
Training class graduate.....	41	23	1
Part training class.....	1	0	0
Summer school	33	9	4
No professional training.....	12	10	14

The strictly rural schools have far too large a percentage of teachers whose professional training has been limited to one or two summer sessions of professional work. In these schools 33 per cent, or approximately one teacher in three, have had only summer session training. In the village elementary schools 9 per cent have had professional training only in summer schools while in high schools this percentage is only 4.

In the village elementary schools only 47 per cent of the teachers are normal school graduates and an additional 3 per cent have had training in college. Another 3 per cent have had partial normal school training and 4 per cent are graduates from two-year training schools. In other words, 57 per cent have had professional training approaching a satisfactory minimum standard. In addition, 23 per cent of the teachers in the village elementary schools are graduates of training classes.

While it was noted above in connection with the discussion of the academic training of the teachers in the one-room rural schools that their status had improved during the past 3 years, the professional status of the teachers in the rural schools does not show this satisfactory improvement. In 1920-21 47 per cent of the teachers in the

rural schools were training class graduates. In 1921-22 this percentage had decreased to 43 per cent and in 1922-23 it had fallen still further to 41 per cent. Two years ago the percentage whose professional training was limited was 19, a year ago 25 per cent, and during the past year it was increased still further to 33 per cent.

This situation which indicates a loss in professional level has been anticipated in part and has already been met through the constructive steps that have been taken by the Board of Regents in eliminating hereafter types of certification to teach in rural schools based solely upon examination. The minimum training hereafter is 1 year of professional work in the training class following graduation from a four-year high school course.

In other words, while the professional status of the teachers in this State as a whole including cities, villages and rural schools has been improved greatly over war conditions, the past year shows a

TABLE 16
Teaching experience of 13,531 teachers in district supervisory units

<i>Teaching experience</i>	<i>6370</i> <i>elementary</i> <i>teachers</i> <i>in one-</i> <i>room schools</i>	<i>4905</i> <i>elementary</i> <i>teachers in</i> <i>village schools</i>	<i>2256</i> <i>high school</i> <i>teachers in</i> <i>village schools</i>
	<i>Percentage</i>	<i>Percentage</i>	<i>Percentage</i>
1 year	22	10	22
2 years	16	9	17
3 years	10	8	11
4 years	7	8	6
5 years	7	8	5
6 years	5	6	4
7 years	4	6	4
8 years	4	5	2
9 years	3	4	3
10 years	3	4	2
11 years	2	3	2
12 years or more.....	17	29	22

relatively lower grade of professional training on the part of the teachers as a group in the one-room rural schools, a condition, however, which is already under improvement through the elimination of types of certification which are hereafter abolished. It is an interesting fact to note that the average total experience of the teacher in the one-room rural school is approximately the same as the length of experience of the teacher in village high schools in supervisory districts. This is approximately 4 years. While it is quite too short for effective service, yet there are many who teach for reasonably long periods. The elementary teachers in village schools

serve an average period of more than 6 years. In fact, it may be stated in general that there is not the immaturity that is commonly referred to by those who discuss this problem without intimate knowledge. It seems a little unusual to note that 17 per cent of the teachers in the one-room schools, or approximately one teacher in six, has been teaching 12 years or more. Of the elementary teachers in village schools, 29 per cent, or only one in three, have been teaching 12 years or more, while in the high schools of the supervisory district 22 per cent have had 12 or more years of teaching experience.

TABLE 17

Tenure of service of 13,531 teachers in district supervisory units

<i>Years in present position</i>	<i>6370 elementary teachers in one- room schools</i>	<i>4905 elementary teachers in village schools</i>	<i>2256 high school teachers in village schools</i>
	<i>Percentage</i>	<i>Percentage</i>	<i>Percentage</i>
1 year	57	33	40
2 years	22	22	25
3 years	10	13	13
4 years	5	8	6
5 years	3	5	4
6 years	1	3	3
7 years	0	2	1
8 years	0	2	1
9 years	0	2	1
10 years or more.....	2	11	6

The annual turnover in the teaching staff, especially in the one-room schools, in the supervisory units is so heavy that effective work is impossible. When we note that 57 per cent of the teachers in the one-room schools were teaching in their present position for the first time during the past year, it is indicative of the very serious embarrassment in carrying forward a constructive program in these schools which are so greatly in need of sympathetic and continuing service. Another 22 per cent were teaching in their present position for the second year.

While the tenure in the village elementary schools and in the village high schools is altogether too short, it shows a considerable improvement over the one-room rural schools. The contributing factors which make such a situation true are too evident to need comment. This situation is closely related to other phases of the rural problem which are pressing for solution.

There has been little change in the teaching tenure in the rural schools during the past 3 years. The comparative percentages of

those serving their first year for these 3 years are 56 and 57 per cent respectively.

Only occasionally does one meet with a district trustee who appreciates in any way the importance of continuing an efficient teacher in service in the same school. This is occasionally met, however, and such a trustee is to be commended for his vision and sound judgment. Too often the only objective of the trustee is the employment of the qualified teacher who can be secured at the lowest possible annual compensation. District superintendents, however, are doing much to meet this serious situation relative to their tenure, and here and there are to be noted indications which show that the serious phase of this problem is gradually being appreciated. The whole question, however, needs an entirely different approach from the standpoint of administration and supervision. A larger and more effective unit of administration and supervision is a fundamental necessity before marked progress can be made.

TABLE 18
Age of 13,531 teachers in district supervisory units

<i>Age</i>	<i>6370</i> <i>elementary</i> <i>teachers</i> <i>in one-</i> <i>room schools</i>	<i>4905</i> <i>elementary</i> <i>teachers in</i> <i>village schools</i>	<i>2256</i> <i>high school</i> <i>teachers in</i> <i>village schools</i>
	<i>Percentage</i>	<i>Percentage</i>	<i>Percentage</i>
18 years	10	1	0
19 years	12	3	1
20 years	10	5	3
21 years	7	6	6
22 years	7	7	10
23 years	5	6	11
24 years	4	6	8
25 years	4	6	7
26 years	4	6	6
27 years	3	5	4
28 years	3	4	4
29 years	2	4	3
30 years or over.....	29	41	37

Teachers employed in the rural schools are not immature. Only 10 per cent of the teachers in the rural schools of the State are between 18 and 19 years of age, 18 years being the minimum age at which teachers may be employed under the statute. Of the teachers in these schools, 22 per cent are under 20 years of age, the average age in the entire group in the one-room schools of the State being approximately 23 years.

There is, however, a greater maturity on the part of elementary

teachers in village schools where the average age of the teachers employed in the elementary grades is 27 years, while in the high schools of the villages the average age is approximately 26 years.

It may be of interest to note that during the past 3 years the age of the teachers employed in the rural schools of the State has slightly decreased. In 1920-21 only 8 per cent of the teachers in these schools were 18 years of age, 8 per cent were 19 years of age and 9 per cent were 20 years of age, while during the past year in the same schools 10 per cent were 18 years of age, 12 per cent 19 years of age, and 10 per cent 20 years of age. In other words, 3 years ago 25 per cent of the teachers in these schools were 20 years of age or younger, while during the past year 32 per cent of these teachers were 20 years of age or younger. A more careful analysis might indicate a relation between this fact and the unsatisfactory credentials which have been issued on limited summer training but which are hereafter to be discontinued.

The most common salaries that are being paid teachers in the rural districts on the weekly basis are \$20, \$22 and \$25. Taking the entire group in the one-room schools, only 13 per cent of these teachers are receiving a salary in excess of \$25 weekly. As the school term in many of these units is less than 40 weeks and occasionally does not exceed the minimum of 36 weeks, it represents an annual salary slightly in excess of \$900.

On the other hand, the elementary teachers in the village schools are paid a weekly salary of approximately \$27, the percentage receiving less than \$25 in these schools being small. Table 19

TABLE 19

Salaries paid to 13,531 teachers in district supervisory units

<i>Weekly salary</i>	<i>6370 elementary teachers in one- room schools</i>	<i>4905 elementary teachers in village schools</i>	<i>2256 high school teachers in village schools</i>
	<i>Percentage</i>	<i>Percentage</i>	<i>Percentage</i>
\$20	24	3	..
21	7	2	..
22	14	4	..
23	10	5	..
24	5	5	1
25	27	18	2
26	3	8	1
27	2	9	1
28	2	8	2
29 .....	..	4	1
30	4	11	14
31 .....	..	3	6
32 or more.....	2	20	72

throws little light on the salaries paid high school teachers except in so far as it indicates that 72 per cent of these teachers receive a salary of \$32 a week or more. The table is presented largely because of the interest which it presents relative to the strictly rural teachers.

TABLE 20

Living conditions in relation to home and school unit of 13,531 teachers in district supervisory units

	<i>6370 elementary teachers in one- room schools Percentage</i>	<i>4905 elementary teachers in village schools Percentage</i>	<i>2256 high school teachers in village schools Percentage</i>
Teaching at home.....	26	33	27
Board and room in the district during the week	41	44	64
In and out of the district each day.	33	23	9

Some interesting economic and social facts are presented in Table 20. The astonishing and outstanding fact is that of the teachers in the rural schools, one in three has no community interests other than the time which she spends in the schoolroom with the pupils during the school hours. One teacher in three in the rural schools of the State of New York comes into the school district in order to be there at 9 o'clock in the morning and leaves the district immediately at the close of the school session. Indirectly this is a sad commentary on our district school organization and administration. We may stress the importance of the teacher in the rural communities as a community leader but little can be accomplished with a system which because of its very organization and because of contributing social and economic conditions either does not insist or does not provide a satisfactory home where the teacher can at least board and room in the district during the week.

Approximately the same percentage of teachers in both strictly rural schools and in the high schools in the villages are teaching at home. This is roughly one teacher in four. In the village elementary schools, however, one teacher in three is employed in her home district. The percentage of teachers who come into the district daily for the school period, 33 per cent in the rural schools, notwithstanding the transportation difficulties in these school units, is found to be only 23 per cent among the elementary teachers in the village schools while in the high schools this percentage has been reduced to 9 per cent.

This table, as the others, merely enforces and brings to a focus additional factors relative to the vast problem which New York State must meet in the improvement and betterment of its educational program for those children who are living in the more remote rural communities. There is nothing in this problem which baffles solution. The State already has the matter clearly in mind and merely awaits the development of an educational consciousness where the people most vitally interested will find themselves in a position to adopt a sane program meeting this need.

SECONDARY EDUCATION

*Prepared by Charles F. Wheelock, Assistant Commissioner for
Secondary Education*

During the school year 1922-23, there were in active operation in The University of the State of New York 335 public secondary schools and 228 academies, a total of 1063 institutions of secondary education. In the high schools 3339 men and 6807 women teachers gave instruction to 275,063 pupils having an average daily attendance of 208,285. In the 214 academies reporting 727 men and 970 women teachers gave instruction to 29,902 pupils, having an average daily attendance of 26,334.

As compared with the preceding year, there was an increase of 18 public secondary schools, and an increase of 8 academies, a total increase of 26. The total number of secondary teachers (11,843) was an increase of 1219 over the previous year. The number of secondary school pupils (304,965) was an increase of 31,931 over the previous year.

The total number of students in high schools and academies, classified by years, is as follows:

<i>High Schools</i>		<i>Academies</i>	
First year	126 675	First year	10 668
Second year	71 600	Second year	8 045
Third year	44 259	Third year	5 471
Fourth year	26 917	Fourth year	4 486
Special	3 000	Special	980
Other pupils	2 612	Other pupils	243

The above figures do not include the following data for eight academic departments in normal schools nor for sixteen evening high schools in New York City maintaining full high school courses:

	<i>Teachers</i>	
	<i>High school dept's, normal schools</i>	<i>Evening high schools</i>
1922-23	56	336
1921-22	41	263
Increase	15	73

<i>Pupils</i>		
First year	367	22 182
Second year	323	10 056
Third year	224	4 872
Fourth year	166	1 706
Special	107	343
<hr/>		
Total 1922-23	1 187	39 159
Total 1921-22	1 119	35 369
<hr/>		
Increase	68	3 790
<hr/>		
<i>Average attendance</i>		
1922-23	1 015	13 231
1921-22	941	11 501
<hr/>		
Increase	74	1 730

There were 2013 college entrance diplomas issued during the year.

Regents Actions

Charters. From August 1, 1922 to July 31, 1923 the Regents incorporated, amended the charters or changed the names of the following institutions. The titles of the institution, the character of the charter and the location of the institution are given alphabetically with date of incorporation.

Cohoes High School; name changed from Egberts High School, December 13, 1922

Kimball Business School, New York; provisional charter granted, September 28, 1922

Park School, Buffalo; charter amended to permit school to be located at Snyder, N. Y., September 28, 1922

Rotterdam Union School; name changed to Woestina High School, May 5, 1923

Stone School, Cornwall-on-Hudson; name changed to Storm King School, January 25, 1923

Villa Maria Academy, New York; provisional charter granted, December 13, 1922

Washington School, New York; charter revoked, September 28, 1922

Admissions. The following named academies, academic departments of union schools, evening high schools and intermediate or junior high schools have been admitted during the year as junior (J), middle (M), senior (S), or high school (H) grade, arranged alphabetically in groups, with date of Regents action:

Academies

Immaculate Conception School, Wellsville (M), May 5, 1923
Knights of Columbus Evening High School, New York (H),
January 1, 1923
St Agnes Academic School, Rockville Center (J), May 28, 1923
St Ann's Hermitage, Poughkeepsie (S), January 25, 1923
St Joseph's School, Amsterdam (J), December 13, 1922
SS. Peter and Paul's School, Hamburg (M), January 25, 1923
Stony Brook School for Boys, Stony Brook (H), May 5, 1923
Susan Fenimore Cooper Foundation School, Cooperstown (M),
October 19, 1922
Vincentian Institute, Albany (J), November 17, 1922

High Schools

Brooklyn Technical High School (H), January 1, 1923
Delanson Union School (J), February 15, 1923
Greenburgh Union School, R. D. 2, White Plains (J), May 5, 1923
Haaren High School, New York (H), November 17, 1922
Hannawa Falls Union School (J), January 25, 1923
Hyde Park Union School (J), January 25, 1923
Redfield Union School (J), January 1, 1923
Thornwood Union School (J), May 28, 1923
Valhalla Union School (J), January 1, 1923
Youngstown Union School (J), May 28, 1923

Evening High Schools

New Lots Evening High School, Brooklyn (H), January 1, 1923

Intermediate or Junior High Schools

Madison Junior High School, Syracuse (J), February 15, 1923
Nathan Hale Junior High School (P. S. 6, Brooklyn) (J), February
15, 1923

Gradings. The following secondary schools were changed in grade during the year:

Brier Hill Union School from J to M, April 6, 1923
Cadyville Union School from J to S, May 5, 1923
DeKalb Union School, DeKalb Junction, from M to S, May 5, 1923
Draper School, Schenectady, from S to H, April 6, 1923
Fredonia Union School from J to M, November 17, 1922
Girls Commercial High School, Brooklyn, from S to H, November
17, 1922
Immaculate Heart of Mary Academy, Buffalo, from S to H, November
17, 1922
Irondequoit Union School from J to S, November 17, 1922
Long Beach Union School from J to M, November 17, 1922
Minetto Union School from J to M, November 17, 1922
Our Lady of Victory Academy, Plattsburg, from J to M, April 6,
1923

Patterson Union School from S to H, January 25, 1923
 Perryville Union School from J to M, May 28, 1923
 Peru Union School from S to H, December 13, 1922
 Rensselaerville Union School from J to M, January 1, 1923
 Rotterdam Union School from S to H, May 5, 1923
 Rotterdam Union School from S to H, May 5, 1923
 St John's Academy, Plattsburg, from M to H, April 6, 1923
 St John's Academy, Schenectady, from M to H, February 15, 1923
 St Mary's Academy, Syracuse, from J to H, April 6, 1923
 Skaneateles Falls Union School from J to M, May 28, 1923
 Split Rock Union School, R. D. 1, Camillus, from J to S, January 25, 1923
 Stony Brook Union School, from S to M, February 15, 1923
 Yorktown Heights Union School from J to S, December 13, 1922

Registration. The following schools have been registered during the year :

Alcuin Preparatory School, New York, as of high school grade; registration continued, February 15, 1923
 Ossining School, Ossining, as of high school grade; registration continued, April 6, 1923
 (The) Rayson School, New York City, as of high school grade; January 1, 1923
 St Paul's School, Garden City, as of high school grade; January 1, 1923

The following business schools were registered for 1 year :

Albany Business College, May 28, 1923
 All Saints Commercial School, Brooklyn, April 6, 1923
 Alpha School, Brooklyn, April 6, 1923
 Bird's Business Institute, Fordham Branch, New York, January 25, 1923
 Bird's Business Institute, 149th street, New York, January 25, 1923
 Bryant & Stratton School, Buffalo, February 15, 1923
 Eastman Business School, Poughkeepsie, January 25, 1923
 Darrow School of Business, Rochester, January 1, 1923
 Eastman-Gaines School, New York, January 25, 1923
 Ellsworth School of Secretaries, Brooklyn, April 6, 1923
 Heffley Business School, Brooklyn, April 6, 1923
 Kimball Business School, New York, April 6, 1923
 Merchants & Bankers Business School, New York, February 15, 1923
 (The) Miller School, New York, January 25, 1923
 Packard Commercial School, New York, January 25, 1923
 Paine Uptown Business School, New York, April 6, 1923
 Pratt School, New York, April 6, 1923
 Rochester Business Institute, Rochester, January 1, 1923
 St Joseph's Commercial School, Brooklyn, April 6, 1923

St Joseph's Commercial School, Eastern District Branch, Brooklyn,
May 5, 1923

Troy Business College, April 6, 1923

The following school was dropped from the University roll:
Wilson Memorial Academy, Nyack, November 17, 1922

Attendance

There were in attendance in the academies 30,276, and in the high schools 315,035, a gain of 3,311 in the academies and 32,478 in the high schools, a total gain of 35,789 or 11.6 per cent.

In table 5 of Exhibit D and table 2 of Exhibit E there are shown in detail the important facts concerning each one of these secondary schools and its activities for the year 1922-23. In the table will be found under the name of each school, the grade of the school, the number of teachers employed, the number of pupils instructed in each of the four classes, the number graduated and the extent to which the graduates entered higher institutions.

On a later page there is presented a summary table of the enrolment by subjects and the number of schools offering each of the subjects generally pursued in high schools, for 7 years beginning in 1917. Students of education will be able to make interesting deductions from this table.

As to specific subjects the following points are worthy of notice: There has been a marked increase in the number of students pursuing the study of English grammar. The minimum number in this subject seems to have been reached in 1920 when only 7833 pupils were reported, as compared with 22,910 in 1923. All German subjects show a marked increase, indicating a profitable return of the German language to the schools. Spanish 1 and Spanish 4 show a marked decrease. All science subjects except applied chemistry show an increase. Applied chemistry shows a tendency to diminish. Advanced botany shows a loss of more than 50 per cent. Commercial arithmetic shows a loss of over 4000. Commercial English and correspondence shows a loss of 3500. Intermediate drawing drops from 5133 to 2292.

University Scholarships

The law providing for University scholarships became effective August 1, 1913. It provides for the awarding each year of 750 scholarships tenable for the four-year course of college and gives an annual benefit of \$100 to the holder of each such scholarship.

From 1913 to 1923 the only amendment to the law was that making citizenship a requirement for receiving the scholarship.

In 1923 two amendments of great importance were made:

1 Requiring that the application for the scholarship be made within 15 days after the notice of the award.

2 Limiting the use of the scholarship to courses of study that shall not include professional instruction in theology, or in any profession, admission to the practice of which shall require a license from the State or in any graduate courses following the receiving of a bachelor's degree.

A Regents rule, adopted April 26, 1922, on the recommendation of the State Examinations Board, provides that the application for the college entrance diploma must be filed by the student not later than July 5th next succeeding the completion of the course of study.

Financial statement (1918 series, class of 1922). Payments were made on account of these University scholarships as follows: 476 were in attendance through the entire course and received \$400 each; 72 received \$350; 94, \$300; 39, \$250; 95, \$200; 43, \$150; 113, \$100; 56, \$50. 42 students received no payments for various reasons.

The total payments on account of scholarships to this class amounted to \$293,100 out of \$300,000 appropriated. The difference was due to forfeiture on account of leaves of absence and also on account of the graduation and leaving of college by a considerable number of students after $3\frac{1}{2}$ years' attendance.

Cornell Scholarships

In 1923 there were 487 candidates for admission to the competitive examination for the state scholarship in Cornell University, an increase of 57 over the previous year. The total number of papers written was 2882, an increase of 340 over the previous year; the number of scholarships issued was 150.

Scholarships for Soldiers, Sailors, Marines and Nurses

Examinations for special scholarships for those who served in the World War terminated by the provisions of the statute with the appointment of the class in 1921. Since the scholarships are awarded for a three-year period, those now in force will expire in 1924.

HIGHER EDUCATION

*Prepared by Augustus S. Downing, Assistant Commissioner and
Director of Professional Education*

The field of higher education covers all matters relating to educational institutions and education in general above the completion of the secondary school course of study including the statutory requirements for the study and admission to the practice of various professions. The field is broad and highly diversified. The Education Law provides that no degree shall be conferred in this State without the approval of the Board of Regents and that no institution may call itself a college or university without similar approval. The public health law and the general business law provide that no one may practise certain professions unless and until he secures formal permission in the form of a license or certificate from the Board of Regents to do so, which license or certificate must be based on certain specified preliminary and professional training which must also be approved. The administration of these statutory requirements and the rules enacted by the Board of Regents in conformity therewith has been entrusted to the Assistant Commissioner for Higher Education.

Under his supervision educational standards, which higher institutions must meet to secure the Regents approval, are carefully prepared, and courses of study all over the country are measured by them. New York State contains approximately one-tenth of the population of the United States and it is naturally the goal of many prospective professional practitioners. These men and women present credentials from almost every college of any standing, during the course of a year, as evidence of their preliminary training. This means that information must be at hand concerning all of these institutions, their measure must have been taken, and it must be possible to say whether the applicant has met the high standard that New York State has set up. The formal approval of the Board of Regents of any college, university or technical school is known as registration of that institution.

Not only are credentials received from higher institutions all over the country but also from every part of the civilized world. New

York City is the gateway to America for most of the students or practitioners who come from abroad and their first thought on reaching this country is to secure recognition of their educational credentials. Information must therefore be at hand concerning the educational systems of foreign countries, and this information must always be kept up to date.

In the State of New York there are fourteen professions admission to the practice of which is under the general supervision of the Board of Regents, namely, education, law, medicine, dentistry, dental hygiene, chiropody, pharmacy, optometry, veterinary medicine, architecture, engineering, nursing, accountancy and shorthand reporting. Standards of education in these professions are generally set by law or at least outlined by law and amplified by Regents Rules. Most of them have their own professional boards, all of which operate under the general supervision of the Assistant Commissioner for Higher Education. Proper standards must be maintained and the Department must be familiar with the standing of the various schools in each of these professions throughout the country.

Furthermore, higher education includes the licensing examinations for admission to the practice of the professions which in themselves occupy the entire time of one bureau of the Department.

It thus becomes evident that the ramifications of the Higher Education Division of The University of the State of New York are widespread and it is clear that in the space permitted the report on this field can not be much more than a catalog. Endeavor has been made to report under separate headings both briefly and concisely the most important matters of the past year. Statistics are given where important when of value but it has not been possible to draw all of the deductions from them that could be drawn.

Regents Action

During the year ending July 31, 1923 the Board of Regents at its various meetings took action on certain matters in the field of higher education which are reported here.

Incorporation. The following institutions and associations were granted charters.

(1) The Woman's College of South China, Hwa Nan, to be located at Foochow in the province of Fukien in China. The charter permits the college in furtherance of its purpose to aid young women in China to acquire literary, scientific and professional edu-

cation, to establish and maintain elementary, secondary and higher departments and grant credentials to those who satisfactorily complete the prescribed courses.

(2) The New York State Archeological Association, to be located at Albany. An association formed to promote the study of New York archaeology, ethnology and aboriginal history, and to record the results of such work for the benefit of science; to create a sentiment of appreciation and regard for the archaeology and early history of this State, and to cooperate with the various museums within the State in the diffusion of archaeological knowledge.

(3) Master Institute of United Arts, to be located in New York City as an educational institution for the instruction of persons of both sexes in painting, music, languages, literature, drawing, designing, engraving, sculpture, singing and dramatic art.

(4) The Jewish Community Center of Port Chester, incorporated as an educational institution for the instruction of its members and those to whom it may offer its facilities free in Hebrew, art, literature, history, languages, economics, mathematics, sciences and other kindred branches of learning.

(5) Jewish Education Association, to be located in New York City for the promotion of Jewish education.

(6) American Academy of Dramatic Arts. The charter of the Academy was amended allowing a change in the issuance of capital stock.

(7) Houghton College, to be located at Houghton, N. Y., as a college of liberal arts and science for the promotion of science, literature, art, history and other departments of knowledge.

(8) The Associate Alumnae of Vassar College. The provisional charter granted in 1918 was made absolute.

(9) University of Nanking. The charter was amended with reference to the number of trustees and their term of office.

(10) Fukien Christian University. The charter was amended with reference to the number of trustees and their term of office.

Registration. The higher institutions of the United States registered during the year and those, the registration of which was rescinded, are as follows:

Alabama. Alabama Polytechnic Institute School of Pharmacy, Auburn, Ph.G., Ph.C., B.S. in Phar.

California. The Pasadena Hospital School for Nurses, Pasadena.

China. Peking Union Medical College Training School for Nurses.

Connecticut. Greenwich Hospital Training School, Greenwich; Stamford Hospital Training School, Stamford.

Illinois. Mercy Hospital School for Nurses, Chicago; Hahnemann Medical College and Hospital, Chicago (registration rescinded).

Indiana. Purdue University School of Engineering, Lafayette, B.S. in Ch.E. (license restricted to science, German and mathematics), in C.E., in E.E., and in M.E. (to modern language, physical science and mathematics).

Maine. Trull Hospital Training School, Biddeford (registration rescinded).

Maryland. The Johns Hopkins University School of Engineering, Baltimore, B.E. and B.S. in Ch. (license restricted to mathematics and science).

Massachusetts. Carney Hospital, South Boston (registration rescinded).

Michigan. Children's Hospital of Michigan Training School for Nurses, Detroit; Children's Free Hospital, Detroit (registration rescinded).

Nebraska. Wise Memorial Hospital Training School, Omaha (registration rescinded).

New Jersey. St Joseph's Hospital Nurse Training School, Paterson (registration rescinded); College of Pharmacy, Newark, Ph.G.

New York. Our Lady of Victory Hospital School for Nurses, Lackawanna; St Mary's Hospital Training School, Amsterdam; Hospital of the Holy Family Training School for Nurses, Brooklyn; Mary Imogene Bassett Hospital, Cooperstown (for 1 year); Union University, Schenectady, B.A., M.D. and B.S.; New York University College of Arts and Pure Science, B.S. in Chemistry and B.S. in Commerce; Cumberland Street Hospital (registration rescinded); Cumberland Hospital School of Nursing, Brooklyn; The Fifth Avenue Hospital Training School, New York City; Thanksgiving Hospital, Cooperstown (registration rescinded); The Lee Private Hospital Nurse Training School, Rochester (registration rescinded); Emma Willard School and Russell Sage College, B.S. in Nursing; Union University, Schenectady, B.S. in Physics; St Francis Hospital Training School, Poughkeepsie; Montefiore Hospital School of Nursing, New York City; Hahnemann Hospital, New York City (registration rescinded); St Mark's Hospital Training School for Nurses, New York City; Laura Franklin Free Hospital, New York City (registration rescinded); The Eastman School of Music of the University of Rochester, B.M.; Hobart College, Geneva, B.A. and B.S. for courses in education; Department of Architecture of the School of Fine and Applied Arts, Pratt Institute, Brooklyn, as a school of architecture.

Ohio. Jewish Hospital Training School, Cincinnati; Miami University, Oxford, B.S. in Ed.

Pennsylvania. Pennsylvania Hospital Training School for Nurses, Philadelphia (registration rescinded); School of Oral Hygiene of the University of Pennsylvania.

Rhode Island. Providence College, A.B., B.S., Ph.B.; State Hospital for the Insane, Howard (registration rescinded).

South Carolina. Newberry College, B.A.

Vermont. Fanny Allen Hospital Training School for Nurses, Winooski (registration rescinded).

Ontario, Canada. Faculty of Medicine, University of Western Ontario, London; School of Dentistry of the Royal College of Dental Surgeons, Toronto.

Degrees. The Board of Regents confers undergraduate degrees through the chartered foreign institutions, certain professional institutions, and some provisionally chartered institutions, and has the power to confer graduate degrees, this power however being rarely exercised. During the school year 1922-23 degrees were authorized by the Regents and were conferred through the institutions referred to upon students namely:

Doctor of Dental Surgery. On the following 220 graduates of New York College of Dentistry:

Abramowitz, Samuel
Abrams, Harry Adolph
Abrams, Louis
Albert, Harry
Ancukatis, Simon Anthony
Andrews, Charles Temme
Arata, William Augustus, jr
Armhaus, Harry Sol
Aronowitz, Jules

Bader, Moses
Barbash, Harry
Bauer, Solomon
Benson, Joseph
Berkowitz, Louis Philip
Bernfeld, Louis
Bernstein, Leon
Bernstein, Meyer
Biederman, William

Binder, Samuel Lawrence
 Blum, Henry Jacob
 Blum, Julius Maurice
 Blumenfeld, Louis Moe
 Blumenthal, Sidney
 Borst, Nicholas John
 Brandstein, Philip Leon
 Brenner, Maurice
 Breuer, Joseph Sidney
 Brinker, Morris
 Brofsky, Irving
 Brower, Samuel
 Cherniack, Morris
 Chivian, Jacob Lazarus
 Cholodenko, Jack
 Cipes, Bernard Jacob
 Cohen, Arthur
 Cohen, Nathan
 Corbalis, Charles Leo
 Crawford, Sherman William
 Crystal, Max
 Denman, Jacob
 DeSevo, Anthony
 Dorwitt, Barnett
 Drucker, Emanuel Benjamin
 Edelson, Murray
 Elsberg, Samuel Maximillian
 Epstein, Leo
 Evans, Oliver
 Ferdinand, Meyer Robert
 Fickler, Edward
 Finkelstein, Benjamin
 Finkelstein, Harry Aaron
 Flesher, Harry Pheneas
 Fogelson, Reuben
 Frank, Isaac
 Frenzel, Charles Herman
 Fried, Louis Samuel
 Fried, Samuel Joseph
 Frieder, Monroe
 Friedman, Benjamin
 Friedman, Harry
 Fritz, William
 Frost, Max
 Fruman, Herman
 Futterman, Max
 Gallo, Xavier Francis
 Garfinkle, George Meyer
 Garland, Morris
 Gerstenfeld, Emanuel M.
 Getter, George
 Gevirtzman, William
 Gilbert, David
 Gindin, Jack Paul
 Glotzer, Meyer
 Goffner, Jack
 Goldin, Leo Norman
 Goodman, Harry
 Goodstein, Joseph
 Grad, Charles
 Greenberg, Harry Daniel
 Greenwald, Benjamin

Halkin, Israel
 Halpern, Leo
 Halpern, Max
 Harris, Frank
 Havness, John Wiberg
 Heller, Jacob Joseph
 Herman, Hyman
 Herman, Samuel
 Hirscholl, Abraham Theodore
 Hoffman, Charles
 Hoffman, Moses Robert
 Ipp, Philip Rubovitz
 Isenberg, Harry
 Itzcowitz, Morris
 Ivory, James Joseph
 Jacobs, Solomon
 Jaffe, Henry Marcus
 Javetz, William
 Kanter, Irving
 Kaplan, Nathan
 Kaskel, Irving
 Kaufman, Aaron
 Kaufman, Harry
 Klein, Max William
 Kleinert, Hyman
 Kopatz, Max
 Kramer, Louis
 Kramer, Philip
 Kruse, Maurice Maxwell
 Kupperman, Nathan
 Landberg, Philip Ephraim
 Landman, Meyer
 Lefkowitz, Edward
 Leistner, Samuel Sidney
 Lembeck, Edward Isidore
 Lembeck, Jacob Louis
 Leventen, Louis Albert
 Levine, Louis
 Levy, Seymour
 Lieberman, Isidore
 Linett, Nathan Henry
 Lipnitzky, Nathan
 Livingston, Philip Leafon
 Lozier, Matthew
 Mantel, Samuel Louis
 Manus, Jesse
 Marx, Nathan Gordon
 Maurer, Frederick Arthur
 McFerran, David George
 Mele, Emil
 Menn, Samuel
 Mollin, Abraham
 Moorhead, Hamilton, jr
 Morse, Martin
 Muschitzer, Benjamin
 Musnitsky, Arthur Wolf
 Newgarden, Jacob Stanley
 Newgarden, Mark
 Newman, Alden Gardiner
 Nicholson, Stevens George
 Norcom, Stanley Martense
 Oboler, David Elias

Ornstein, Mac Gilbert	Seldin, Isidor
Osborne, Paul Junival, jr	Shoobs, William
Paggioli, Bernard	Siegel, Max
Peggi, Anthony John, jr	Silverstein, Abe
Pick, Berthold	Sissman, Louis
Plattman, Jesse	Sklar, Isidore
Portuguese, Morris	Smith, Harry
Pressman, George Clarence	Smulow, Bernard
Propner, Max	Sokolow, Louis
Pullman, Peter	Soloff, Nathan
Rakoff, Morris	Stanislaw, Saul Lewis
Ralph, Joseph	Stark, Alfred Bert
Raskin, William	Steigman, Nathan
Rauch, Robert	Stern, Louis
Regan, Roy Russell	Stoff, Moe
Reibel, Philip Joseph	Stoue, Frank
Reichner, William	Strominger, William
Reiter, Harry	Swerdlove, Harry
Resnick, Benedict	Taylor, Victor Hymen
Rheingold, August Seymour	Terrell, George Kenneth
Rich, William	Thall, Elias
Rieman, Raymond Joseph	Tuma, Vladimir Anthony
Robinson, Aron Hirsch	Vejvoda, Robert Henry
Rosen, Emanuel	Wagner, Adolph George
Rosenbaum, Aaron	Wasserman, Moses Joseph
Rosenberg, Isidore	Weinberg, Louis
Rosenstein, Philip	Weinstein, Abraham Benedict
Rosenthal, Isidore Abraham	Weinstein, Harry
Rothberg, Morris	Weintraub, Jacob
Rubenstein, Robert	Weiser, Leo
Sabbia, Louis Sylvester	Wexler, Joseph
Salkoff, Benjamin	Wissinger, Spencer Vincent
Salman, Isidor	Witkow, Nathan
Schor, Marcel	Wolfson, Nathaniel
Schulman, Norman Moses	Zecher, Isley Stanford
Schwartz, Benjamin	Zerman, Charles Francis
Schwartz, Max Bernard	Ziegler, Frank Howard
Schwimmer, Samuel	Zupruk, Barnett
Seaman, Warren Mazuric	Zuckerman, Morris

On the following 170 graduates of the College of Dental and Oral Surgery of New York (merged with Columbia University School of Dentistry July 1923):

Abbott, George A., jr	Berman, Leo Milton
Abel, Irving	Bernstein, Nathan J.
Abelson, Josephine M.	Bier, Carl
Alekian, Virginia	Bokat, Jacques
Alevis, Denis N.	Brathwaite, Stanley Whitfield
Angel, Nicholas Marine	Bregman, Hyman E.
Anhalt, Victor Edwin	Brewster, Frederick Ferguson, jr
Annucci, Americus W.	Brown, Henry
Antell, David	Chaffie, Jacob D.
Antopolsky, Nathan	Charles, William
Appel, Maurice	Charnoff, Maurice
Archer, George Smith	Cinader, Milton
Asch, George	Citron, Victor N.
Bahaderian, Haig B.	Cohen, David Feuer
Bass, Nathaniel	Collins, David Victor
Baumritter, Felix	Conwell, Russell Ambler

Cornell, Jay M.	Lifshitz, Aaron
Crecca, Joseph Daniel	Lipton, William
Crowley, James A.	Lubash, Milton
Delany, Annie Elizabeth	Lurie, Irving
Diamond, Benjamin	McLaren, Frank J., jr
Dreizenstock, Solomon	Mackert, Morris
DuBrul, Walter Clarence	Maggiolo, Harry E.
Elkind, Samuel	Matthews, Thomas J., jr
Elson, Henry	Mendheim, Arthur C.
Endler, Joseph C.	Miller, Arthur R.
Epstein, Ralph	Miterstein, Joseph
Feldman, Jacob	Mittleman, Milton
Fitzsimmons, Leslie James	Mossman, Fred
Frank, Robert	Needles, Jacob
Freeman, Nathaniel	Nemser, Abraham
Friedman, Lloyd Frank	Nessel, Edward
Garfinkel, Harry P.	Newman, Henry B.
Gargle, Charles	O'Brien, George J.
Gecker, Leon M.	O'Connell, T. Jefferson
Geltzer, Abraham	O'Flaherty, John Patrick
Genis, Nathan	Oppenheim, Abraham
Gerstein, Nathan	Ordin, Harry
Giber, Max J.	Padwe, Oscar
Ginsberg, Thomas	Perlman, A. Leslie
Glasser, Max Abraham	Pickney, Charles H.
Glauboch, Charles L.	Podell, Bernard
Gogel, Emanuel	Prager, I. Sydney
Goldfinger, Irving F.	Price, Rosalind
Goldman, Frank	Prince, Henry Claude
Goldstein, Louis	Radin, Frank
Goodman, Sadie	Ray, Lillian W.
Goodman, Saul	Reiss, Louis
Gray, Noah	Ribakove, Aaron
Gross, Melvin I.	Riesner, Sidney E.
Grossman, Joseph	Riggio, Salvatore J.
Haeseler, Andrew J.	Roach, Charles Archibald
Hamilton, Franklyn Bond	Roberts, Howard Clairmonte
Hauk, Arthur B.	Roman, Joseph Philip
Hecht, Leah M.	Rothstein, Irving
Hecht, Samuel N.	Rubenstein, Joseph
Herman, Barney	Rutstein, Jules J.
Iskyan, LeRoy Herant	Safchik, Joseph George
Israel, Philip	Sampson, John Wallace
Jacobs, Albert Linder	Schlechtweg, Karl Otto
Jacobson, Samuel Rudolph	Schleifer, Jacob Edward
Jenchol, Samuel	Schwartz, Nathan D.
Johnson, Carsten W.	Scott, Wyndham
Johnson, Milton	Seff, Bernard
Josel, Morris David	Seidman, Benjamin
Kahn, Louis B.	Shapiro, Rose
Kallet, Daniel	Siegel, Bessie
Katz, Charles	Siegel, Louis
Kirschner, Harry	Simon, Adrian
Klauber, Nathaniel C.	Sinnott, Edward Francis
Koller, Balthasar G.	Solomon, Samuel S.
Kornberg, Augusta	Sommer, John Frank
Langer, William	Sposato, Frank M.
Lebwith, Edward Albert	Stern, Maxwell R.
Levick, Nathan	Stolnitz, Morris H.
Levy, Edward	Symanski, Theodore V.
Levy, Max	Tanenbaum, Nathan
Liebman, Solomon	Teck, Joseph

Teich, Emanuel Charles
Telsey, William
Tublin, Jack L.
Urban, Anna M.
Waldman, Milton
Weinstein, Abbe Edward
Weinstein, David

Weisman, Morris
Weiss, Louis
Werther, Irene
Westcott, William Vaughn
Wilensky, Michael
Wollin, Charles
Yalkut, Benjamin

Bachelor of Science in Home Economics. On the following twelve graduates of Russel Sage College, Troy:

Albright, Ardis Iola
Ellis, Evelyn Victoria
Hale, Elizabeth Helen
Kiff, Fannie Catherine
Lawton, Dorothy
Loveitt, Geraldine Borden

Madden, Marion Josephine
Napier, Elizabeth
Norton, Margaret Ellen
Sanburg, Dorothy Victorine
Walldorff, Thalia
Ward, Mildred Gladys

Bachelor of Science in Secretarial Studies. On the following thirty-two graduates of Russell Sage College, Troy:

Andrews, Ruby Ann
Bigelow, Dorothy Bristol
Chalmers, Elizabeth Merlin
Dann, Dorothy
DeWitt, Mary Haughton
Dodd, Jessie Davis
Ford, Alice May
Goodwin, Katherine Ralston
Hughes, Marion Agnes
Hunter, Harriet Augusta
Kold, Esther Eddy
Leo, Winifred Anne
Marshall, Dorothy Marie
Nixon, Marguerite A.
Pawling, Beatrice Dorothy
Pflueger, Virginia Mary

Purdy, Margaret Ann
Quigley, Marguerite Aloysia
Rupert, Dorothy Maxine
Ruppert, Marie Louise
Sheals, Helen Edith
Shyne, Mary Elizabeth
Smith, Lillian Catherine
Strait, Helen Ensign
Townsend, Ethel Margaret
Townsend, Marion Jessie
Travis, Edna Sniffen
Vermilya, Alleine
Vrain, Muriel Gavin
Walsh, Margaret Mary
Weymer, Marjorie
Willis, Ruth Elizabeth

Bachelor of Science in Industrial Arts. On the following two graduates of Russell Sage College, Troy:

Anthony, Dorothy Elizabeth

Pattison, Irene May

Bachelor of Science in Chemistry. On the following graduate of Russell Sage College, Troy:

Bamer, Catherine Gunther

Bachelor of Arts. On the following twelve graduates of Canton Christian College, Canton, China:

Chan Kei Fan
Chue Yau Kwong
Hoh Yam Tong
Kong Iu Cheung
Lau Chan Ying
Lei Iu San

Lit Tsok San
Loh Wai Kin
Maak Ying Kei
Ng King Kei
Taai Wai King
Tsang Chiu Sham

Bachelor of Science in Agriculture. On the following graduate of Canton Christian College, Canton, China:

To Shue Tsoi

Bachelor of Science in Civil Engineering. On the following twenty-six graduates of Mackenzie College, São Paulo, Brazil:

Acary Moraes	Joao Butori
Adolpho Bastos	Joaquim Verissimo de Oliverira
Adolpho Carvalho	Julio Ferraz Braga
Alberto Ortenblad	Luiz Vianna Pinto de Souza
Arnaldo Ricci	Nelson C. de Oliveria
Augusto Pereira Lima	Octaviano Raymundo Silva
Benedicto Cividanes Lourenco	Octavio M. Siqueira
Christiano Moraes	Pedro Moreira Costa
Clovis Aratangy	Rodolpho Ortenblad
Francisco Avolio	Sylvio G. de Assis
Francisco Godoy Sob	Sylvio Jaguaribe Ekman
Francisco Lane	Ulysses Medeiros
Guilherme Lebeis	Arthur Mariano Ricci

Bachelor of Divinity. On the following graduate of the University of Nanking, Nanking, China:

James C. L. Peng

Bachelor of Arts. On the following sixteen graduates of the University of Nanking, Nanking, China:

Chen An-tsi	Tsiang Tsung-li
Chen Yuin-swen	Tsien Tai-hsiung
Chu Chi-chang	Tsui Kung-tu
Chu Tsieh-yuen	Wang Wen-tien
Feng Pan-wen	Wei Hsioh-ren
Lo Tsi-tung	Yang Wang-hsuin
Pao Kwoh-hwa	C. Y. Yui (Yiu-ren)
Shen Chi-tung	Yung Chia-yuen

Bachelor of Science. On the following graduate of the University of Nanking, Nanking, China:

Liu Chen-yu

Bachelor of Science in Agriculture and Forestry. On the following seven graduates of the University of Nanking, Nanking, China:

Chen Shwen-yuin	Shen Sheo-tsuen
Hu Toh	Shi Kwei-ling
Ling Kang	Wu Wen-chen
Seng Yung-ching	

Bachelor of Arts. On the following nine graduates of Ginling College, Nanking, China:

Bei Fuh-ru
Fan Cheng-gieh
Giang Deh-yu
Hwang Meng-szi
Liao Tsui-giao

Peng Ya-sui
Tang Han-dji
Hieh-Shwen-yu
Tao Shan-ming

Bachelor of Arts. On the following fifteen graduates of St Joseph's College for Women, Brooklyn:

Bonnet, Amy Catherine
Cassidy, Cecile Elizabeth
Connolly, Agnes Josephine
Keely, Catherine Marie
Lennon, Margaret Irene
Lynch, Catherine Mary
McGrevy, Hortense Elizabeth
Nolan, Charlotte Douglass

O'Connor, Ida Louise
Roberts, Gertrude Ursula
Sheridan, Mary Leocritia
Thompson, Rosamond In de Betou
Weiden, Roselyn Josephine
White, Margaret Claire
Willmann, Dorothy Julia

Bachelor of Arts. On the eighteen graduates of Fukien Christian University of Foochow, China:

Chang Wei Chuan
Ch'en Hsi En
Ch'en Hsing Yueh
Ch'en Tong Ao
Cheng Tzu Pei
Kao Wen Chen
Lin He Ch'eng
Lin Wen Tsung
Suen Kuan Ya

Ts'ao Ch'eng Chou
Wu Chung Lin
Theodore I. Ch'en
Huang Ch'iu
Ch'en Tzu K'ang
Ch'en Yuan Sheng
Daniel Chao Jen Woo
Wang Jen Lieh
Hsiben Stephen Wei

Bachelor of Library Science. On the following nine graduates of the New York State Library School, Albany:

Brown, Charles H.
Collins, Will H.
Dongan, Grace A.
Duncan, Mary C.
Lenschow, Anna

Li Siao-Yuen
Saniel, Isidoro
Van Norman, Louina M.
Voegelien, Lily B.

Licenses. As a result of state examinations during the year 1922-23, the Board of Regents granted licenses and certificates for the practice of the various professions as follows:

	<i>No. granted</i>
License to practise medicine	675
License to practise osteopathy	16
License to practise dentistry	465

License to practise dental hygiene	132
License to practise pharmacy	304
License to practise as druggist	147
License to practise as junior pharmacist.....	455
License to practise as veterinary surgeon	26
Certificate to practise nursing	900
Certificate to practise optometry	97
Certificate to practise chiropody	33
Certificate to practise architecture	1
Certificate as certified public accountant	164
Certificate as certified shorthand reporter	6

The Board of Regents during the year issued licenses in exemption without examination as follows:

	<i>No. issued</i>
License to practise medicine	110
License to practise osteopathy	2
License to practise dentistry	25
License to practise pharmacy	26
License as druggist	2
License to practise veterinary surgery	2
License to practise nursing	4 227
License to practise optometry	11
License as certified public accountant	2
License to practise architecture	970
License as professional engineer	3 905
License as trained attendant	46
License as trained nurse	13

Miscellaneous. The Board of Regents also took action during the year on the following matters:

In September the Freshman year of Keuka College in the courses in liberal arts and science leading to the degrees of B.A. and B.S. was approved.

At the same meeting of the Board of Regents the agreement for reciprocity in the indorsement of medical licenses between the states of New York and Illinois was rescinded because of the uncertainty of the integrity of medical licenses issued after examination in the state of Illinois.

In October the Board voted that the course of study in the Emma Willard School and Russell Sage College, covering 3 years of arts and science and 2 years of nurse training to be secured either in the Samaritan Hospital, Troy, N. Y., or Ellis Hospital, Schenectady, N. Y., and the graduates of such course to be granted the degree of B.S. in Nursing be approved. In April this same institution was granted permission to change its title so that hereafter graduates of the Emma Willard School will receive diplomas bearing only the title "Emma Willard School" and graduates of the college will receive diplomas bearing only the title "Russell Sage College."

In January a change was made in the dental school curriculum which is discussed under the heading of dentistry.

In the same month the Board of Regents refused to approve the proposed reciprocity between New York and New Jersey in the indorsement of certified public accountant certificates.

Items of Interest in New York State

Each year the various higher institutions belonging to The University of the State of New York report any noteworthy events which have occurred during the preceding year. The order followed is the order in which these institutions are listed in the organization handbook.

American University of Beirut, Syria. The commencement celebration this year was the largest in the history of the institution, because the inauguration of Bayard Dodge as third president of the university was combined with the graduation exercises. General Emile, representative of the High Commissioner of France to Syria with other officers was present, as well as the Greek Orthodox Patriarch, the Grand Rabbi, the Mufti and the Greek Catholic Bishop. The University was honored by the presence of Dr Frank P. Graves, President of The University of the State of New York.

Among the alumni associations which have been organized are those at Beirut, Aleppo, Tripoli, Haifa, Jerusalem, Cairo, Khartum, Bagdad, San Paolo, Jaffa and New York City.

One of the features of commencement week was a tablet presented by the graduates of the School of Medicine in honor of the thirty-one medical alumni who died in service during the World War.

In common with patriotic movements all over the world, the nationalistic impulse in Syria emphasizes the study of the mother tongue, and this is the cause of a petition from the student body that more courses in Arabic be inserted in the curriculum. The request is being partly granted. Also, with the recent influx of 150,000 Armenians into Syria, more Armenian students are attending the university, and there is a desire among them for courses in the Armenian language.

The preparatory school has introduced laboratory courses in science, and so is established as a registered high school in The University of the State of New York.

In athletics the university has practically recovered its prewar enthusiasm. During the Easter vacation, a football team was sent to Jerusalem to play various school and government teams of that city. This was at the earnest request and with the full cooperation of the alumni association of Jerusalem.

The medical school during the past year has had an enrolment of 105. Twenty-nine men were graduated and passed the examinations of the examining board of the French High Commissioner for license to practise medicine in Syria. This year a fifth year in medicine has been inaugurated with a single pupil. Hereafter the fifth or hospital year will be required of all students before the degree is conferred upon them.

The total enrolment amounted to 906.

Colgate University. President George B. Cutten was inaugurated in October 1922. A new dormitory accommodating 115 students was erected during the year.

The College of the City of New York. The report states:

The past year has been, from the point of view of the spectacular, one of the quietest and most uneventful years in the recent history of this college. The reasons are two. First, the year has marked our complete "return to normalcy" after all the problems and complications which resulted from the war; to use a commercial figure, we have brought back our product to its ante bellum quality, but we have not built any new plants or introduced any new equipment or new manufacturing methods. Secondly, our student numbers have increased so considerably, both absolutely and as compared with increases in the teaching staff, that the problem of carrying this heavier burden has occupied about all our thought and energy.

Columbia University. The dean of Columbia College, Dr Herbert E. Hawkes, reports three items which he considers of especial significance.

First, the development of the newly acquired Baker Athletic Field.

Second, the organization of "placement examinations." These examinations will be given to incoming freshmen in order to determine the exact course or section to which they should be assigned. It is found that certification from the schools, although fairly accurate, is scarcely dependable for this purpose.

Third, the organization of a course in the history of science with the collaboration of the departments of chemistry, zoology, mathematics and physics.

Teachers College reports the establishment of an International Institute, the function of which is not only to give special attention to foreign students but also to conduct investigations and research in connection with education in foreign countries. The institute aims to lay a general foundation for further specialized knowledge on the part of foreign students, to discover their special interests,

and to assist in selecting the appropriate course that will meet their needs, in a word to place them in a position of equality with the American student in relation to the courses regularly offered by the college.

Fordham University. This institution reports the erection of a new gymnasium which will be one of the largest connected with any university in the country, also an increase in the requirement for admission to the law school to 1 year of college study in 1924 and 2 years of college study in 1926.

Fukien Christian University, Foochow, China. In January 1922 the university moved from its temporary quarters, to its permanent site. This is a beautiful plot of land more than 50 acres in extent on the banks of the Miu River. From one hill where the permanent buildings will be located can be seen the homes of two million people in Foochow City and the surrounding plain.

During the year purchases have been made of scientific apparatus in biology, chemistry and physics amounting to thousands of dollars. This apparatus will put the institution on the same plane as far as apparatus is concerned as many first class American institutions. The grant by which the college was able to do this comes from the China Medical Board of the Rockefeller Foundation.

The faculty has been enlarged during the year by the addition of an instructor in physics and another in chemistry.

The students have begun the publication of a quarterly called the Fukien Star. It is bilingual and some of the work in English would be creditable to an American college magazine.

Hamilton College. With the feeling that the service of a college professor is of much more intimate value to the college if he lives within a very convenient distance from the campus, Hamilton College has erected six faculty houses in suitable portions of the campus at an estimated cost of \$130,000.

Additional laboratory and recitation facilities in chemistry are being provided.

The trustees by a unanimous vote have decided that the maximum number of undergraduates at Hamilton shall be 400, and directed that all building plans take this number into account. The present total of about 320 can not be greatly increased until a new dormitory is erected. This action on the part of the board of trustees is an assurance that Hamilton will continue indefinitely as a "small college."

Hobart College. Hobart reports one very interesting item. As far as is known President Murray Bartlett of Hobart has the distinction of being the only college president in the United States decorated for gallantry under fire. In April 1923 the United States distinguished service cross for "extraordinary heroism" during the World War was awarded to him.

Mackenzie College, São Paulo, Brazil. The president writes:

The most important event since our charter by the Board of Regents happened this year. Some 3 years ago we were attacked on the charge of being a foreign institution that should not be permitted to function in Brazil. Friends came to our support and after a year and a half of discussion in Congress a bill was passed unanimously and approved by the executive giving us rights and privileges equal to those enjoyed by the government schools. This law came into full effect through the appointment of a government inspector on the 18th of May.

I believe that this is a unique case, an establishment working under a charter from one government inspected by and holding full government privileges from another.

Since our recognition the educational department has done all in its power to make trouble. Yesterday the minister of justice cut the Gordian knot by tacking the administration of the inspection of Mackenzie College to his own departmental duties.

New York University. This institution reports the reestablishment of the first chair of art ever established at any college or university in America. This chair was originally established at New York University by Professor Samuel F. B. Morse, the inventor of the telegraph, who was an artist and a teacher of art.

A department of music has been established with Albert Stoessel, conductor of the New York Oratorio Society, at its head.

Announcement of the award of the first of the annual scholarships in diplomacy, international affairs and belles-lettres provided for in the late Ambassador Penfield's bequest to New York University brought applications from more than one hundred and fifty college men and women in all parts of the country. The two \$1000 scholarships were awarded to students from California and New York City. The two \$800 scholarships were awarded to students from Port Chester, N. Y., and the state of Mississippi.

Washington Square College reports three new laboratories, more than 100 per cent increase in the student body, the establishment of an evening division with courses leading to the B.A. or B.S. degree, and the institution of a February to September term for those who graduate from the New York City high schools in

January. It also reports that a most desirable tendency has been observed in the very pronounced drift on the part of the students in the selection of a greater proportion of cultural subjects. Even though the college permits a maximum of 64 points of professional and vocational subjects out of a total of 128, the average is now more than 100 points of cultural subjects out of the total of 128. This increase is particularly pleasing since it is purely voluntary without any advice or pressure from the faculty.

The Graduate School reports that the minimum requirement for the masters degree has been raised from four to five full courses and for the doctor's degree from eight to twelve full courses.

Rensselaer Polytechnic Institute. The institute reports the completion of three new dormitories, the establishment of courses in business administration and public speaking, and gifts amounting to about \$675,000.

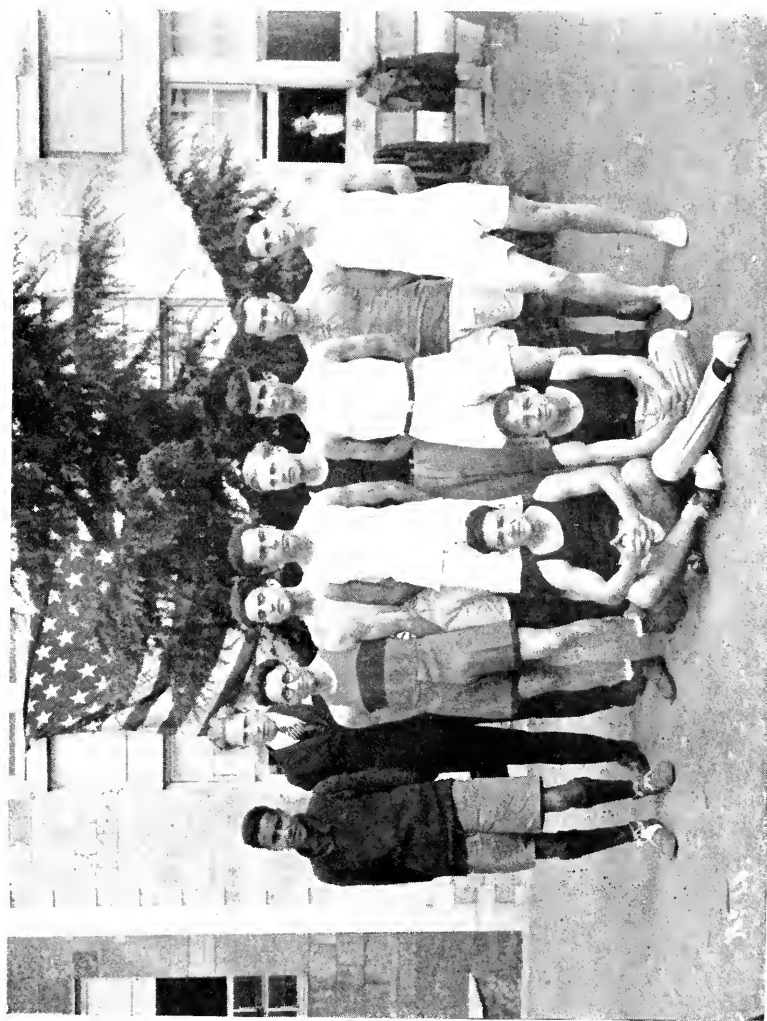
The course in chemical engineering has been much changed and improved by the introduction of courses in chemical engineering design and factory management and organization. A new laboratory containing filters, presses, evaporators, still, pulverizer, crusher and various other machines and apparatus was installed.

A wireless broadcasting station was installed at a cost of \$20,000. This station claims to hold the record for long distance transmission since one of its concerts was heard in New Zealand.

Robert College, Constantinople. The most noteworthy event in the history of Robert College for the past year has been the restoration to power of the Turks in Constantinople. The National Assembly of Turkey began to assert its power over the administration in Constantinople very early in the school year, and the Allies allowed it to take over successively various departments of the government.

This caused a panic among the Christian population. Two hundred Robert College students and about a dozen teachers left the country. Of the remaining 400 students, one-quarter were beneficiaries. The loss of income to the college was very serious, but the places of the teachers who left were filled and the work was carried on. Fortunately, the fears of the Christians were not realized. They were allowed to remain in Constantinople and the Turkish government has shown special favor to Robert College.

All of the foreign schools are registered as private schools under the control of the ministry of public instruction and are required



Athletic stars from many nationalities at Robert College, Constantinople. In the group the following nationalities are represented: American, Greek, Jugo-Slavian, Arabian, Hebrew, Armenian, Turkish, Bulgarian, Russian and Albanian.



to comply with the regulations issued by the national assembly, but the government has shown no hostility toward foreign schools.

The college reports as a feature of the Commencement, the visit of Dr Frank P. Graves, President of The University of the State of New York. His address was a "most interesting and lucid exposition of educational movements in the United States."

St Francis College. This college reports the completion of plans for the erection of a new building to cost at least \$500,000.

St Stephen's College. This institution also reports the erection of a fine new building housing thirty-six students, four professors and the college infirmary.

Adelphi College. Report is made that three-quarters of the million dollar endowment fund has been raised through a vigorous campaign. An exceptionally large registration is noted. Lack of space prevents the acceptance of all applicants for admission.

Elmira College. The year 1922-23 has been rather notable in the history of Elmira College. The number of students, 500, exceeded the total for any previous year and many who applied could not be accommodated. The classroom work was done in an exceedingly thorough manner and the academic standards have been raised appreciably. A campaign for a million dollar endowment fund was begun. Already more than \$700,000 has been raised. An unusual feature was the receipt of a contribution from every member of the faculty and student body.

Russell Sage College. Russell Sage College has established a course in nursing in connection with the Samaritan Hospital of Troy or the Ellis Hospital of Schenectady. This course requires 3 years of straight college work and 2 years of training in the hospital and leads to the B.S. degree.

Vassar College. The successful completion of the campaign for the three million dollar salary endowment fund was perhaps the most important event of the year. Ninety-four per cent of the living alumnae contributed, which is interesting since one-sixth of the graduates of the college are school teachers. Ninety-eight per cent of the undergraduates and 90 per cent of the faculty also contributed.

Despite a steady raising of the standard of scholarship required of the undergraduates, a smaller number of students have left college the present academic year for any cause than in any previous year. This is most encouraging.

The resignation of Dean Ella McCaleb was accepted with much regret. She served the college for 38 years.

Alfred University. Report is made of the erection of a new laboratory.

Cornell University. Recognizing the varied qualifications and capacities of the students in the college, the faculty has voted that the requirement of 8 terms of residence for the B.A. degree should be abandoned. The candidate for graduation with that degree who shows particular aptitude and ability is now enabled to complete his undergraduate work in less than 4 years. Normally 4 years are required to complete the regular academic requirement for graduation and it is anticipated that the majority of students in the college will continue to devote that much time to their college work.

Last year the faculty adopted as one of the requirements for graduation the completion of certain prescribed studies in an effort to broaden the field of knowledge covered by students in the college and to assure them of an acquaintance with the principal fields of learning. That requirement went into effect with the entering class of this year and it is anticipated that its influence will be both far reaching and significant. Already it has served to organize and to make more meaningful the course of study pursued by each student.

The College of Agriculture reports that it has been entrusted with the administration of the New York State Agricultural Experiment Station at Geneva. This action was taken by the Legislature because of the almost identical function in agricultural investigation and research which the State had imposed on both the State College of Agriculture and the Agricultural Experiment Station. The Legislature also completed the transfer of responsibility for the administration of the county agent system from the State Department of Farms and Markets to the State College of Agriculture. In the summer of 1922, 30 acres of land and buildings were purchased on Long Island for the establishment of a Long Island Vegetable Research Farm.

Peking University. The report states:

The absorbing topic of interest in Peking University is the removal to the new site. Having secured what was once a beautiful old Manchu prince's summer garden of about 100 acres and having begun construction, we are eagerly endeavoring to furnish the first unit of construction and locate in our new home after the summer of 1924. The type of architecture is the fine old palace and temple models which abound in Peking and especially around the lower slopes of the Western Hills near which

our new site is located. The temporary buildings now used by the men's college are congested to the limit and we are forced to turn away large numbers of students qualified to enter. The women's college is more fortunate in having what was once a ducal palace where several hundred years ago one of the most famous of China's emperors came to pay his respects at stated times to his empress mother. It has not quite reached the limit of its capacity but at the rate at which young women are beginning to seek a college education this will come in 1 or 2 more years.

Peking University is endeavoring to vocationalize studies, beginning the last 2 years of college. In addition to theology, education, premedical courses, etc., we are endeavoring to start a course for professional social service workers. We are also making a beginning in manufacturing arts with a course in scientific tanning. There are other courses in agriculture, commercial training, etc. For the coming session we begin a new department of political science, which together with the one in social science is maintained by Princeton University, this being a very beneficial expression of interest in China's progress on the part of that great American university.

St Lawrence University. During the latter half of the college year a campaign to increase the productive funds of the institution to \$1,000,000 was carried on. Of the amount to be raised half is to be used for an increase in the salaries and numbers of the teaching force. A new chemistry laboratory, a new gymnasium and a new chapel are included in the plans.

St Lawrence University has always been a potent force in building up the schools of the various towns and cities within its territory. Appreciating this fact the supervisors of St Lawrence county appropriated \$3000 for the use of the pedagogical department of the university. This money is to be used for the benefit of St Lawrence county and there is good reason for hoping that a like amount will be appropriated each year.

Syracuse University. The University reports two noteworthy events, namely, the inauguration of Dr Charles Wesley Flint as chancellor on November 17, 1922, and the death of Chancellor-Emeritus James Roscoe Day on March 13, 1923.

The New York State College of Forestry at Syracuse University reports considerable advance in its campaign for statewide education with particular reference to demonstration plantings on the idle lands of New York State. It also reports increasing recognition received by the college from the forest industries of New York and adjacent states.

University of Buffalo. One of the most important events is the establishment of "honor courses." The upper classmen who are eligible to enrol in honor courses have been limited to twelve and these twelve have been very carefully selected.

The requirement for the masters' degree has been considerably strengthened and the qualifications of each professor and the graduate courses he proposes to give have been very critically examined.

An evening session has been established with the same standards prevailing as in the regular day session.

University of Rochester. During the year the first building of the School of Medicine and Dentistry was completed and the foundations were laid for the new six-story Medical School and Hospital building.

Another important event was the opening of the Eastman Theater in 1922 with the object of training listeners to music. This project supplements the Eastman School of Music which now has 1400 students. The average attendance in the theater portion of the institution since its opening has been 34,000 a week.

New York Law School. This institution suspended operations during the war but reopened its doors in October 1919. The number of students was small at first but it has grown by leaps and bounds until it reached this year a total of 789 which is as many as the present quarters of the school can accommodate. Plans for enlargement are under way.

Cornell University College of Law. During the past year an eleven-week summer session was instituted which makes it now possible for a law student to commence his studies in June, August, September or February. This summer session is divided into 2 terms of $5\frac{1}{2}$ weeks each. Attendance at 3 summer sessions is the equivalent of 1 year of academic work.

Syracuse University College of Law. Report is made of a change in the requirement for admission. Hereafter only applicants for the degree of bachelor of laws will be enrolled and all such applicants must show preparation amounting to 2 years of liberal arts college study.

New York State College for Teachers. The Legislature of 1923 appropriated \$75,000 to initiate the construction of a new laboratory and recitation hall to be known as the William J. Milne Hall. It is planned to provide facilities for an educational laboratory including the practice teaching in the Milne High School, for biological



Students of the New York State College of Forestry planting abandoned farm land with young forest trees. Eighty-five million acres of waste forest land in the United States need reforestation.



laboratories, and for the entire department of household economics. The building will also include a large lecture room and gymnasium.

Cornell University Medical College. A travelling fellowship in medicine has been established amounting to \$2000. It is available for men and women who have graduated from Cornell within 10 years or who are graduates of other medical colleges within 10 years and at the time of award attached to the instructional force of Cornell University Medical College. Every candidate must have completed a hospital internship or have engaged in laboratory training or research for 2 years after graduation. Those who intend to devote their lives to teaching or research will be given the preference.

Albany Medical College of Union University. The most important feature of the year was the closer relationship between the Albany Medical College and the Albany Hospital with the end in view of having a hospital-medical school somewhat resembling certain foreign schools.

Columbia University School of Dentistry. The most important announcement made by this institution was the merger with it of the College of Dental and Oral Surgery. The merger was consummated in June and the College of Dental and Oral Surgery became known after July 1st as the School of Dental and Oral Surgery of Columbia University.

Columbia University College of Pharmacy. An addition was made to the college building, making approximately a 50 per cent increase in the accommodations and increasing the capacity for giving higher grades of instruction. Of the money required for this addition \$28,000 was subscribed by the students themselves.

In spite of an increase in the entrance requirement to high school graduation the college was compelled to reject many applicants for admission.

First Institute of Podiatry. The course of study has been increased from a one-year day course and a two-year night course to a two-year day course and a three-year night course. Practitioners courses will be given during the summer months only and will consist of didactic as well as clinical work.

Plans for a new building have been filed and the foundation has already been completed.

National Associations of Higher Institutions

The Assistant Commissioner for Higher Education submits annually in this report a brief summary of the proceedings of these

associations in so far as such proceedings concern or are of interest to higher education in New York State.

Association of American Universities. The twenty-fourth annual conference was held at Johns Hopkins University November 10 and 11, 1922. The two New York institutions with membership in this association are Cornell and Columbia universities. Both these institutions were represented at the conference. The first session was devoted to "Proposals for the Reorganization of Education" and one of the papers read was "The Sifting Out of the Exceptional Student and His Relation to the Curriculum" by Mr Ben D. Wood, assistant to the dean of the College, Columbia University. Alfred University, Alfred, N. Y. was added to the list of accepted institutions. Professor Adam Leroy Jones of Columbia University was unanimously elected chairman of the committee on classification.

Association of American Colleges. The ninth annual meeting was held January 11-13, 1923 at Chicago. Chancellor S. P. Capen of the University of Buffalo was appointed the three-year representative of this association on the American Council on Education and also chairman of the commission on distribution of colleges. President Henry N. MacCracken of Vassar College is chairman of the commission on academic freedom of which Dr K. D. Macmillan of Wells College is also a member. President F. C. Ferry of Hamilton College is chairman of the commission on college architecture. President Rush Rhees of the University of Rochester was one of the speakers on "College Objectives and Ideals"; Chancellor Capen spoke on the report of the commission on the distribution of colleges, and President Ferry presented the report of the commission on faculty and student scholarship.

American Council on Education. The annual meeting was held in Washington, D. C. in May 1923. Chancellor S. P. Capen of the University of Buffalo presented the report of the committee on the Franco-American exchange of scholarships and fellowships and was elected chairman of the council.

Association of Colleges and Preparatory Schools in the Middle States and Maryland. The thirty-sixth annual convention was held at Wilmington, Del., December 1922. President Livingston Farrand of Cornell University is president of the association, President Davis of Alfred University is one of the vice-presidents, Dean Park of the University of Buffalo is a member of the executive committee, and the Assistant Commissioner for Higher Education is a

member of the commission on higher institutions. Doctor Farrand spoke on the general topic "The Problems of Increasing Numbers in the Colleges" and Professor Adam LeRoy Jones of Columbia University presented a paper on "The Problem of Entrance Standards."

United States Bureau of Education

It has been the custom to refer annually in this report to bulletins of the United States Bureau of Education which have appeared during the year and which refer especially to problems and phases of higher and professional education. A very great deal of interest and value appears in these bulletins and those of especial interest and value are here permanently recorded. All of the following bulletins appeared during the year 1922:

No. 7. Report on the Higher Educational Institutions of Arkansas

Describes the occasion and method of inspection; presents the report including the topics, college attendance, need of increased financial support, the junior college as a solution, the preparation of teachers, observations on building and equipment, admission and standards; summarizes the findings in eight tables. An appendix presents the standards adopted May 5, 1920 by the college presidents of the state.

No. 8. Statistics of Teachers, Colleges and Normal Schools

Presents statistics of forty-six teachers colleges offering 4 years of work above the secondary school and granting degrees.

No. 13. Review of Educational Legislation 1919 and 1920

Contains brief citations of legislation relating to higher institutions.

No. 18. The Residence of Students in Universities and Colleges

Comprises eight tables including figures of 1896-97 republished with those of 1920-21. An introduction analyzes the tables.

No. 19. National Conference of Junior Colleges 1920, and First Annual Meeting of American Association of Junior Colleges, 1921

Part 1 discusses the functions, growth, development, curriculum, problems, advantages and vocationalization of the junior college; its relation to denominational education, administration and control of the public junior college; military schools as junior colleges; junior colleges as completion schools; the better organization of higher education. Part 2 contains the constitution and by-laws of the association, extracts from its proceedings, a report of a survey, discussions of standardization and coordination and of the junior college as related to technical and vocational education, to normal schools, to the municipal university, to gymnasiums, and those of the south to the national association.

No. 20. State Laws Relating to Education Enacted in 1920 and 1921

Includes citations of laws relating to higher educational institutions and to professional and technical education, also to state control of higher private and endowed institutions.

No. 25. Higher Education in Australia and New Zealand

This report is based upon a visit and inspection made in 1920. It presents in twelve chapters the following topics: the geography and history of the two islands, the universities of Australia, the Rhodes Scholars, the relations of the universities to society, the universities and the making of great men, the newspapers and general conclusions.

No. 26. Philanthropy in the History of American Higher Education

Comprises an introduction and six chapters on the following topics, development of a theory of philanthropy, the colonial period, the early national period (1776-1865), the late national period (1865-1918), great educational foundations, summary and conclusions.

No. 27. Statistics of Agricultural and Mechanical Colleges for 1919 and 1920

Covers increases in the instructional force, military training, income, the Morrill-Nelson fund, the land-grant fund of 1862, lands allotted and sold, professors and instructors, students enrolled and degrees conferred.

No. 28. Statistics of Universities, Colleges and Professional Schools for the Year 1919-20

Comprises a review of statistics, benefactions, summaries of students, summaries of degrees conferred, property, income, instructors, students and graduates in 1919-20, fellowships and scholarships, fees and receipts from all sources.

No. 30. Accredited Higher Institutions

Contains lists of institutions accredited by state universities, by state departments of education and by the following higher educational foundations and associations: Association of American universities, Association of Colleges and Preparatory Schools of the Middle States and Maryland, Association of Colleges and Secondary Schools of the Southern States, Carnegie Foundation for the Advancement of Teaching, Catholic Educational Associations, North Central Association of Colleges and Secondary Schools; also by the following boards of education: the Methodist Episcopal Church, the Methodist Episcopal Church South, the Presbyterian Church in the United States and the United Brethren in Christ.

The bulletin closes with preliminary recommendations to national, regional and state agencies engaged in defining and accrediting colleges, made by a special committee on policy appointed under the joint auspices of the American Council on Education and the National Conference Committee on Standards of Colleges and Secondary Schools.

No. 31. University Summer Schools

Discusses the origin, classification and appreciation of summer schools, registration, length of session, financial conduct and fees, salaries of professors and selection of staff, administration and studies, and recreational work.

No. 34. Statistics of Land-Grant Colleges for the Year ending June 30, 1921

Part I presents a general discussion under the following heads: federal acts pertaining to the land-grant colleges, a generic name, proposed federal legislation, reorganization of land-grant colleges, survey of the University of

Arkansas, the Alaska Agricultural College and School of Mines, engineering experiment stations, Association of Land-Grant Colleges and land-grant colleges for the colored race. Part 2 presents a historical survey and summary with tables of statistics. Part 3 presents detailed tables.

No. 36. Report of a Survey of the University of Arizona

This report comprises six chapters and six appendices as follows: The University of Arizona; the State and the Federal Government; topography, industries and population of Arizona; legal relations and government of the university; organization of the university; internal administration; faculty, students and standards; income, expenditures and costs; plan of administration approved by the board of regents; proposed budget classification of expenditures; training, experience and publications of administrative officers; of teaching faculty; teaching load of faculty; class enrolment by departments, 1921-22; enrolment, 1912-13, 1921-22.

No. 38. Educational Boards and Foundations, 1920-22

Contains matter concerning the General Education Board, the Rockefeller Foundation, the Carnegie Foundation for the Advancement of Teaching, the James Fund, the John F. Slater Fund and the Phelps-Stokes Fund.

No. 39. Education in Czechoslovakia

Sketches briefly the changes in higher education following the revolution.

No. 41. Education in Poland

Contains a brief sketch of higher education in this country.

No. 43. Some Important School Legislation 1921 and 1922.

Contains brief statements of legislation applying to institutions of higher learning and agricultural colleges.

No. 44. The American Teacher

Refers to the function of higher institutions in the preparation of teachers.

University Convocation

It has been customary to present in the report on higher education a brief account of the annual convocation of The University of the State of New York. A complete account of the proceedings, with the addresses and discussions in full, appears as a separate publication.

The fifty-eighth annual convocation of the University of the State of New York opened on Thursday afternoon, October 19, 1922, and continued through Friday evening, October 20th. All the sessions were held in Chancellors Hall of the State Education Building at Albany. The first session, which was held on Thursday afternoon, was assigned the subject of "Medical Education" as its theme.

The second session of the Convocation occurred that evening and was featured by an address by Governor Nathan L. Miller

and by the presentation of a replica of the bust of the Reverend Sylvester Malone, former Regent of the University, as a gift from The Father Malone Memorial Citizens Committee of Brooklyn.

The session of Friday morning, October 20th, was devoted to the consideration of rural school problems. The session was resumed on Friday afternoon with rural education still the theme. The concluding session of the Convocation took place Friday evening. An address was delivered by Dr Henry Suzzallo, President of the University of Washington at Seattle on "Equalizing Opportunity through State Education."

Educational Legislation

During the 1923 session of the Legislature the following laws affecting higher education were enacted:

Chapter 269, entitled an act to amend the public health law, in relation to drug stores and pharmacies.

This act provides simply that every pharmacy shall be owned by a licensed druggist and that no co-partnership shall own a pharmacy or drug store unless all of the partners are licensed pharmacists or licensed druggists. Exception is made in favor of such pharmacies or drug stores already properly owned by unlicensed men.

Chapter 330, entitled an act to amend the general business law, in relation to the licensing of professional engineers and land surveyors.

Extended the time within which license might be secured without examination to August 1, 1923.

Chapter 418, entitled an act to amend the general business law in relation to exemptions from engineers' and surveyors' licenses of officers and employees of corporations engaged in interstate commerce.

Provides that license need not be secured by anyone practising professional engineering or land surveying solely as an officer or employee of a corporation engaged in interstate commerce.

Chapter 496, entitled an act to amend the public health law, in relation to the conduct of examinations.

Provided that an applicant for admission to the medical licensing examination must be a citizen of the United States; that under certain restrictions the completion of the course in a registered dental school may be accepted in lieu of the first 2 years in a registered medical school; that each year of the medical course shall be 8 months in duration instead of 7; that an oral examination may be given; that three licensing examinations shall be given each year instead of four; and that the certificate of the National Board of Medical Examiners may be accepted by the Regents in lieu of their own examination upon the recommendation of the board of medical examiners.

Chapter 593, entitled an act to amend the education law in relation to correspondence schools.

Provides that no person, firm or corporation shall conduct a correspondence school in this State without the approval of the Board of Regents.

Enforcement of Professional Laws

While the various statutes covering the practice of the different professions in no wise entrust to the Board of Regents the actual enforcement of the professional laws, yet the Regents aid very greatly in maintaining the integrity and high standards of these professions by exercising the power the statute gives them to withdraw or revoke for cause a license or certificate they have previously issued. Formal action of this nature is generally taken upon the recommendation of the Assistant Commissioner for Higher Education when evidence has been secured which shows any individual to have fallen short of the moral, ethical, or skillful standard which the law demands. The standard is high and it is a tribute to the professional men of this State that evidence of laxity can be produced against comparatively so few.

Following is a brief abstract of each case of this kind in which action was taken by the Board of Regents during the past year.

In September 1922 it was voted that the record of Joseph F. Stein in the dental licensing examinations be canceled and that he be debarred from hereafter taking the dental licensing examinations, because of his practising dentistry before he was eligible to receive a license and falsifying the truth in regard to himself by stating to the Inspector of the State Board of Dental Examiners, when questioned as to his name while working at the chair, that he was Max Goodman.

In December, Dr Samuel J. Bernfeld of New York City made application for the reinstatement of his license to practise medicine which was revoked in June 1921. His application was denied.

In January action was taken in the case of Dr Leopold Harris. A committee of the State Board of Medical Examiners met in New York City in October and unanimously recommended the revocation of his license to practise medicine. Doctor Harris, formerly of New York City, was convicted in the United States District Court on a charge of conspiracy to deal unlawfully in narcotics. His license was therefore revoked and his registration, or registrations, as physician or surgeon in any of the counties of the State and particularly in New York county were annulled and canceled.

In February a hearing was granted to Charles Milman and his attorney in the matter of the proposed revocation of his dental license. After the hearing, the Board of Regents voted that the charges against Charles Milman as guilty of unprofessional and immoral conduct in the practice of dentistry were sustained and that he should be suspended from the practice of dentistry for the period of 1 year.

Medicine

The year in medicine was marked particularly by the passage of certain much needed legislation which embodied the more advanced thought of the profession. Chapter 496 of the Laws of 1923 became a law on May 21st.

This amendment provides first of all that every applicant for admission to the medical licensing examination must be a citizen of the United States. It is not necessary to dwell upon the desirability of this amendment.

Second, it provides that each year of the medical course shall be 8 months in duration instead of 7. This amendment keeps New York abreast of the more advanced thought on the medical course of study. Much has been said lately about the length of the medical study required for admission to practice. It has been acknowledged that the medical course has been too crowded and that a remedy ought to be found. To some the remedy seemed to be the addition of a fifth year. Others, arguing that the undoubted lack of medical service in some communities would not incline the public favorably toward any measure that would increase the time when additional service could become available and that too much time was literally thrown away in vacations, urged that the proper remedy lay in an increase in the length of each school year. With this latter group New York has seen fit to take its stand and by the increase of each school year by one month has gained much that would be gained by an additional year.

This law also provides for an oral examination which if required by the Board of Examiners will enable it to judge an applicant's qualifications with much more accuracy.

Finally the amendment provides that the Board of Regents may accept in the future the certificate of the National Board of Medical Examiners in lieu of the New York State medical licensing examination upon the recommendation of our own medical examining board. This is an important step forward and in this connection the following statement of the managing director of the National Board is more informative.

The title, licentiate, of the National Board of Medical Examiners, has, since the organization of the board, been conferred on all candidates who have been awarded the certificate. Some objection and misunderstanding has followed the adoption of this title with the result that the board has had under consideration for some time the desirability of changing to a term less confusing to the public and more expressive of the nature of the credential awarded by the board. It has been somewhat difficult to find a word which will be generally understood and at the same time definitely express the idea intended. The title of diplomate, used quite generally throughout Great Britain, has finally been chosen as coming the nearest to fulfilling all requirements. Since November last the certificates issued by the board have contained the new title diplomate.

A diplomate may be properly known to mean one who has received a diploma from an educational institution, yet the word is also properly used to designate a person who has been awarded a credential of competence in a profession. The certificate of the national board is, strictly speaking, just such a credential, and in no sense is it a license to practice medicine.

The old title, licentiate, though properly used to indicate possession of a certificate of merit or high ability, is much more generally used and understood in this country to mean one who has been given a license to practice one of the professions. This latter meaning of the term has given rise to the impression that the National Board of Medical Examiners is, to some extent, a licensing body. The national board, of course, has no authority to convey a license in any form, and such action on its part would be an interference with the sovereignty of the states.

The national board is organized for the purpose of determining the candidates' *qualifications* for entrance to the practice of medicine, leaving entirely to the various state boards the function of granting licenses to practice, as well as the independent exercise of their rights and powers in the enforcement of the medical practice laws. In the fulfillment of its purpose the national board has earnestly endeavored to formulate and conduct examinations of such high character and thoroughness that its successful candidates might be safely admitted to practice medicine by the state medical licensing boards without further examination.

The fact that the boards of twenty-four states have already given their approval and recognition to the national board's certificate is very encouraging and indicative of the universal acceptance which will be accorded it some day (in the near future, we hope) not only throughout the United States, but following the example set by England and Scotland, throughout a large part of the civilized world. A considerable number of additional states and some foreign countries are now giving favorable consideration to the recognition of the national board's certificate, and in several of them such recognition will be granted as soon as legislation now pending can be passed.

The value of such a certificate to the physician does not depend solely on its being a convenient means for obtaining a license to practice in various states and countries for it carries with it a definite amount of professional distinction due to the character and scope of the examinations given. The rewards of the medical profession are indeed none too great when one considers the years of arduous preparation necessary and the days and nights of strenuous service which must be rendered to win success in the medical career, but as it is true of all of the great professions that the satisfaction of achievement is one of its best rewards, so the ability to measure up successfully to the standards set by the national board is bringing satisfaction and confidence to hundreds of young physicians throughout this country today, who are about to enter their noble careers.

The growth and development of examinations in medicine of national scope, will in no way interfere with the work, progress and success of the various state boards. The standards set by the national board are as high as the requirements of any of the state boards, and the cost of its examination is much higher. Consequently a large percentage of the medical students will be unqualified or unable to enter and pass the national board's examinations. On the other hand, the examination by the board of a certain percentage of physicians about to enter practice, will to that extent, lessen the burden imposed on the state boards and give them a better opportunity to examine the large number of candidates which will always appear for the state examinations.

The change in title from licentiate to diplomate is indicative of the earnest desire of the national board to avoid even the appearance of appropriating any of the functions or prerogatives of the state boards.

Association of American Medical Colleges. The thirty-third annual meeting of this association was held at Ann Arbor, Michigan, March 2 and 3, 1923. All of the New York State medical colleges were represented and addresses were delivered by Dr William D. Cutter, Secretary of the State Board of Medical Examiners, on the subject, "Shall a Fifth or Interne year be Required for the M.D. Degree and for Admission to the Licensing Examination," and by Dr Thomas Ordway, dean of the Albany Medical College, on "Four Years in Medicine: The Hospital Medical School."

American Medical Association. During the year this association revised and published its list of classified medical colleges. Eighty-one schools were listed, not including those located in the Philippines and Canada. Of these 81, class A includes 70; class B, 3; and class C, 8. Of the same 81 schools, New York has registered 69 and accredited 3. Of the 9 remaining 8 are the schools placed in class C by the association, the other is rated as class A by the

association and has made application for registration in this State which will most likely be granted.

Board of Medical Examiners. The annual meeting of the Board took place in Albany on Thursday, October 19, 1922. The officers were elected for the ensuing year and business of a routine nature was transacted.

In New York State the following medical schools were visited by the Secretary of the Board: Syracuse, Albany, Cornell, Bellevue and Long Island. In all of these schools, in the interest of better teaching, a limit has been placed upon the enrolment and in all of them the number of applications received is greater than the number that can be admitted. The problem of selection is a serious one which the various schools are attempting to solve in different ways.

Since the war it has been the purpose of this Department to make an inspection of the Canadian medical schools, because of the great changes which have taken place in the medical education in recent years on both sides of the border. The following schools were visited by the Secretary of the Board: Montreal University, McGill University, Queens University, University of Toronto and the University of Western Ontario. The English-speaking universities have raised their entrance requirements or lengthened their courses so that they correspond with the two-year premedical course and 4 years in medicine required in this State, although the terms in which these standards are expressed in Canada vary with local conditions.

RESULTS OF MEDICAL LICENSING EXAMINATIONS

New York schools for year ending June 30, 1922

NAME	CANDIDATES	NUMBER REJECTED		PERCENTAGE ACCEPTED
		Grad. prior to 1922	Grad. in 1922	
Albany Medical College.....	13	0	0	100.0
College of Physicians and Surgeons.....	94	0	1	98.9
Cornell University, medical department.....	32	0	0	100.0
Fordham University Medical College.....	14	0	0	100.0
Long Island College Hospital.....	49	1	0	97.9
New York Homeopathic Medical College and Flower Hospital.....	31	4	1	83.8
Syracuse University, medical department.....	34	0	2	94.1
University and Bellevue Hospital Medical College....	83	0	0	100.0
University of Buffalo, medical department.....	23	0	1	95.6

New York schools for year ending June 30, 1923

NAME	GRADU- ATES	NUMBER REJECTED		PERCENTAGE ACCEPTED
		Grad. prior to 1923	Grad. in 1923	
Albany Medical College.....	15	0	0	100.0
College of Physicians and Surgeons.....	99	3	1	95.5
Cornell University, medical department.....	67	0	2	97.0
Fordham University Medical College.....	1	1	0	0
Long Island College Hospital.....	91	0	6	93.4
New York Homeopathic Medical College and Flower Hospital.....	22	3	0	86.3
New York Medical College and Hospital for Women..	1	0	0	100.0
Syracuse University, medical department.....	34	0	1	97.0
University and Bellevue Hospital Medical College....	85	0	0	100.0
University of Buffalo, medical department.....	47	0	3	93.6

New York schools 1891-1923

NAME	GRADU- ATES	NUMBER REJECTED	PERCENTAGE ACCEPTED
Albany Medical College.....	1 244	182	85.3
College of Physicians and Surgeons.....	3 181	104	94.8
Cornell University, medical department.....	1 115	24	97.8
Fordham University Medical College.....	534	91	82.9
Long Island College Hospital.....	2 036	203	90.0
New York Homeopathic Medical College and Flower Hospital	1 037	210	79.7
New York Medical College and Hospital for Women.....	191	33	82.7
Syracuse University, medical department.....	793	43	94.3
University and Bellevue Hospital Medical College.....	2 565	73	97.1
University of Buffalo, medical department.....	1 506	133	91.1

* These figures include candidates from Niagara University, medical department, now extinct

RESULTS OF PARTIAL EXAMINATIONS

New York schools for year ending June 30, 1923

NAME	CANDI- DATES	NUMBER REJECTED	PERCENTAGE ACCEPTED
Albany Medical College.....	11	1	90.9
College of Physicians and Surgeons.....	52	0	100.0
Cornell University, medical department.....	13	2	84.6
Fordham University Medical College.....	1	0	100.0
Long Island College Hospital.....	59	4	93.2
New York Homeopathic Medical College and Flower Hospital	26	0	100.0
Syracuse University, medical department.....	28	1	96.4
University and Bellevue Hospital Medical College.....	77	2	97.4
University of Buffalo, medical department.....	59	11	81.3

MEDICAL EXAMINATIONS

Rejection by topics

	1914	1915	1916	1917	1918	1919	1920	1921	1922	1923
Anatomy.....	129	146	119	116	116	89	109	86	69	88
Physiology.....	137	101	97	92	91	133	158	75	92	85
Chemistry.....	107	53	89	124	122	139	233	133	122	140
Hygiene and sanitation.....	99	86	53	55	26	21	60	53	29	78
Surgery.....	44	32	41	45	18	9	10	13	16	9
Obstetrics and gynecology.....	21	8	10	14	4	7	16	10	11	9
Pathology and bacteriology.....	55	72	78	55	47	49	80	41	43	74
Diagnosis.....	47	19	17	20	23	15	20	13	15	38
Total.....	639	517	504	521	447	462	686	424	397	521

Comparison of medical schools in New York and other states and countries. This table shows for 1923 the rejections by topics, exclusive of candidates who took only the first half of the divided examinations. Each applicant is counted only once in the number of candidates, but under the several topics each failure is indicated, excluding any answer papers not examined.

Of the papers submitted by 352 graduates of New York schools 36 were rejected, while 116 of those submitted by 177 graduates of schools in other states, and 295 of those submitted by 119 graduates of schools in foreign countries, were rejected. In addition to these candidates from schools in which there was at least one failure, 101 graduates of 3 New York schools and 48 graduates of 25 schools in other states and countries were examined.

Rejections from New York Schools

INSTITUTION	Graduates	Anatomy	Physiology	Chemistry	Hygiene and sanitation	Surgery	Obstetrics and gynecology	Pathology and bacteriology	Diagnosis	Total
College of Physicians and Surgeons, New York	90	4	4	3	2	0	0	0	0	13
Cornell University, medical department.....	67	0	0	0	1	0	0	0	0	1
Purdum University, medical department.....	1	0	1	1	0	0	0	0	0	2
Long Island College Hospital.....	91	0	1	1	4	0	0	3	0	9
New York Homeopathic Medical College and Flower Hospital.....	22	3	1	2	1	0	0	0	0	7
Syracuse University, medical department.....	34	0	0	0	0	0	0	0	1	1
University of Buffalo, School of Medicine.....	47	0	1	2	0	0	0	0	0	3
Total.....	352	7	8	9	8	0	0	3	1	36

Rejections from schools in other states

INSTITUTION	Graduates	Anatomy	Physiology	Chemistry	Hygiene and sanitation	Surgery	Obstetrics and gynecology	Pathology and bacteriology	Diagnosis	Total
Yale University, Conn.....	11	1	1	1	1	0	0	0	0	4
George Washington University, Washington, D. C.....	4	0	0	1	0	0	0	0	0	1
Howard University, Washington, D. C.....	6	1	1	1	1	0	0	1	1	6
Emory University, Atlanta, Ga.....	1	1	0	0	1	0	0	0	0	2
Chicago College of Medicine and Surgery, Ill.....	1	1	1	1	1	0	0	1	1	5
Chicago College of Osteopathy, Ill.....	7	1	1	0	1	0	0	1	0	4
College of Physicians and Surgeons, Chicago, Ill.....	1	2	2	2	0	0	0	2	0	5
Rush Medical College, Chicago, Ill.....	7	0	0	0	1	0	0	0	0	1
Kansas Medical College, Topeka, Kan.....	1	0	1	0	0	0	0	0	0	1
University of Louisville, Kentucky.....	2	1	1	0	0	0	0	0	0	1
Bowdoin College, medical department, Maine.....	2	0	1	1	1	1	0	2	1	7
Baltimore Medical College, Md.....	1	0	0	1	0	0	0	0	1	2
Johns Hopkins University, Baltimore, Md.....	11	1	0	1	0	0	0	0	0	2
University of Maryland, Baltimore.....	19	2	4	2	0	0	0	0	0	2
Boston University, Mass.....	4	1	2	2	2	0	0	1	0	2
Harvard University, Cambridge, Mass.....	19	1	1	1	0	0	0	0	0	3
Tufts College Medical School Boston, Mass.....	11	1	1	1	2	0	0	0	0	4
University of Michigan, Ann Arbor.....	17	1	1	1	1	0	0	0	0	1
Creighton University, Omaha, Nebraska.....	2	1	1	1	1	0	0	1	0	4
University of Oklahoma, Norman.....	2	1	1	2	1	0	0	0	0	2
Hahnemann Medical College and Hospital, Phila., Pa.....	4	2	2	2	0	0	0	2	0	8
Jefferson Medical College, Philadelphia, Pa.....	11	1	2	3	2	0	1	1	0	10
Philadelphia College of Osteopathy, Pa.....	15	2	1	5	1	0	0	3	0	12
University of Pennsylvania, Phila.....	5	0	0	0	1	0	0	0	0	1
Women's Medical College of Pennsylvania.....	0	1	1	1	1	0	0	1	0	2
University of Tennessee, Knoxville.....	1	1	1	1	1	0	0	1	0	2
Baylor University, College of Medicine, Texas.....	2	1	1	1	1	0	0	1	0	2
University of Vermont, Burlington.....	4	1	1	1	1	0	0	2	0	4
Total.....	177	20	25	31	16	1	1	19	3	116

Rejections from schools in foreign countries

INSTITUTION	Graduates	Anatomy	Physiology	Chemistry	Hygiene and sanitation	Surgery	Obstetrics and gynecology	Pathology and bacteriology	Diagnosis	Total
McGill University, Montreal, Canada.....	21	4	3	4	2	0	1	3	1	18
Queens University, Kingston, Canada.....	13	3	1	2	0	0	0	1	0	6
University of Toronto, Canada.....	12	1	0	1	0	0	0	0	0	2
University of Vienna, Austria.....	0	2	3	5	3	0	2	5	3	23
University of Montpellier, France.....	2	0	0	1	0	0	0	1	0	4
University of Berlin, Germany.....	2	0	0	1	1	0	0	1	1	4
University of Erlangen, Germany.....	1	1	1	1	1	0	0	0	0	1
University of Leipzig, Germany.....	1	1	1	1	1	0	0	0	0	1
University of Munich, Germany.....	1	1	1	1	1	0	0	0	0	1
University of Budapest, Hungary.....	22	8	7	15	14	1	1	10	6	61
University of Kolozsvár, Hungary.....	1	1	1	1	1	0	0	1	1	6
University of Athens, Greece.....	3	1	1	1	1	0	0	1	0	6
University of Catania, Italy.....	1	1	1	1	1	0	0	1	0	5
University of Florence, Italy.....	1	1	1	2	2	0	0	1	0	5
University of Genoa, Italy.....	1	2	1	1	1	0	1	1	0	7
University of Naples, Italy.....	15	13	13	16	12	4	2	14	13	91
University of Padua, Italy.....	1	1	1	2	2	0	0	0	0	5
University of Palermo, Italy.....	1	3	5	7	4	1	1	5	5	31
University of Berne, Switzerland.....	5	2	1	4	2	0	0	2	1	11
University of Zurich, Switzerland.....	1	1	1	1	1	0	0	1	1	3
French Faculty of Medicine, Beirut, Syria.....	1	1	1	1	1	1	0	1	1	6
Total.....	119	40	37	68	54	7	7	49	33	295

Dentistry

One of the most important occurrences in the field of dentistry in the State of New York during the year just past was the amendment to the medical law which permits the admission of dental graduates to registered medical schools. For some time the graduate of a registered medical school has been allowed to secure the degree of D.D.S. by the completion of a two-year course in a registered dental school but the dental graduate has had no similar concession made him in order that he might obtain the M.D. degree. This situation has been very properly changed by chapter 496 of the Laws of 1923. The graduate of a registered dental school with the degree of bachelor or doctor of dental surgery may now be admitted to the third year of the four-year course in a registered medical school, provided his admission requirement was the same as the medical school requirement and provided, further, that his course in dentistry covered the minimum requirement prescribed for the first two years in the registered medical school. Thus the dental graduate takes his place on the same reciprocal basis with the graduate in medicine in so far as his course of study is concerned. This is but another evidence that these two professions which should be so closely allied are being drawn nearer together. Dentistry and dental education have been making rapid strides during the past few years and the close relation which must exist between these two great branches of the science of healing is more and more realized.

In line with the amendment referred to is the change in the dental school curriculum made by the Board of Regents this year. At their meeting of May 27, 1921, the Regents approved the first 2 years of the four-year course of study for dental schools, as follows:

<i>Subjects</i> <i>First year</i>	<i>Rec.</i> <i>hrs.</i>	<i>Lab.</i> <i>hrs.</i>	<i>Actual</i> <i>hrs.</i>
Anatomy	90	90	180
Chemistry, organic	30		30
Histology	60	90	150
Physiology	60	60	120
Dental anatomy and operative technic....	30	90	120
Prosthetic technic	30	310	340
Metallurgy	30	30	60
Total.....	330	670	1 000

<i>Subjects</i> <i>Second year</i>	<i>Rec.</i> <i>hrs.</i>	<i>Lab.</i> <i>hrs.</i>	<i>Actual</i> <i>hrs.</i>
Anatomy	30		30
Chemistry, organic and physiologic....	60	120	180
Physiology and hygiene	60	120	180
Histology, dental	30	60	90
Bacteriology	60	60	120

<i>Subjects</i>	<i>Rec.</i>	<i>Lab.</i>	<i>Actual</i>
<i>Second year</i>	<i>hrs.</i>	<i>hrs.</i>	<i>hrs.</i>
Prosthetic dentistry	30	120	150
Operative dentistry	60	130	190
Oral hygiene	30	30	60
Total.....	360	640	1 000

At a meeting of the State Board of Dental Examiners held October 19, 1922, it was formally voted that the hours devoted to the subject of physiology be changed from 300 for the course to 270; first year, 60 recitation and 60 laboratory, making 120 hours; second year, 60 recitation and 90 laboratory, making 150 hours; total, 270 hours.

It was further voted that the word hygiene be omitted in the second year course where it appeared with physiology, and that oral hygiene be changed to read hygiene and sanitation, the course of study to remain the same — 30 recitation and 30 laboratory periods, making 60 hours for hygiene and sanitation — leaving oral hygiene in third and fourth year.

The Regents, upon recommendation of the committee on higher education, voted that the changes recommended by the State Board of Dental Examiners be approved, and that the second year of the four-year course of study for dental schools be amended to read as follows:

<i>Subjects</i>	<i>Rec.</i>	<i>Lab.</i>	<i>Actual</i>
<i>Second year</i>	<i>hrs.</i>	<i>hrs.</i>	<i>hrs.</i>
Anatomy	30		30
Chemistry, organic and physiologic....	60	120	180
Physiology	60	90	150
Histology, dental	30	60	90
Bacteriology	60	60	120
Prosthetic dentistry	30	135	165
Operative dentistry	60	145	205
Hygiene and sanitation	30	30	60
Total.....	360	640	1 000

Registered dental schools. Several of the independent dental schools have gone out of existence and others have affiliated with universities, so that we now have only forty-four dental schools in the country. A recent survey by Dr William J. Gies classifies these schools as A, B and C; 20 in class A, 15 in class B, 3 in class C, 6 unclassified.

American Dental Association. The last annual meeting was held in Cleveland, Ohio, September 10-14, 1923 with an attendance of 10,000. The outstanding features of the Cleveland meeting were

the public health exhibits furnished by nearly every state of the Union as a means of spreading educational propaganda relative to oral hygiene. Professor William J. Gies of Columbia University read a paper making an appeal for scientific advancement in the profession, recommending recognition of dentistry on the same plane as that of medicine. The scientific research of the American Dental Association is going forward with splendid progress. The council voted an increase in membership dues of \$1, the greater part of which was to go toward the advancement of scientific research.

The National Association of Dental Faculties, American Institute of Dental Teachers, National Dental Faculties Association of American Universities and the Canadian Association of Dental Faculties were consolidated into one great body, to be known as the American Association of Dental Schools. This consolidation should result in material advancement toward the ideals of dental education.

National Association of Dental Examiners. The forty-first annual meeting of this association was held in Cleveland, Ohio, September 10th and 11th. It was voted at this meeting not to accept for examination candidates applying from class C schools. This will automatically either compel such schools to close their doors or raise their standards.

National Dental Education Council of America. Professor William J. Gies of Columbia University, who made a survey of the dental schools of the United States, has not as yet submitted a detailed report.

Dental Society of the State of New York. The fifty-fifth annual meeting of this society was held May 8th, 9th, 10th and 11th at the Commodore Hotel, New York City. Membership of this society is approximately 3000. A recommendation by the president, relative to redistricting the State was considered. Nutrition (dietetics) and its effect upon dentition was given a very large place in the thought and discussion of the annual meeting. The president recommended in his address that the curriculum of our dental schools be revised, so that the first 2 years should be interchangeable with the first 2 years in medicine.

State Board of Dental Examiners. The annual meeting of the board was held in Albany on October 19, 1922. The officers were elected for the ensuing year. Several matters relating to the procedure in conducting the licensing examinations were taken up and some changes in the rules were made.

Dental Council. A joint meeting of the State Board of Dental Examiners and State Dental Council was held May 9, 1923 at the Commodore Hotel, New York City. The dental schools presented a questionnaire to the Board of Dental Examiners, relative to the work to be covered by the students, which would meet the requirements of the examiners. The matter was satisfactorily adjusted.

Examinations. Dental licensing examinations were held September 25-28, 1922; January 29-February 1, June 25-28, 1923, in Albany, Buffalo, New York and Syracuse.

Results of dental licensing examinations 1914-23

	1914	1915	1916	1917	1918	1919	1920	1921	1922	1923
Examinations....	3	3	3	3	4	4	4	4	3	3
Examined.....	420	566	663	872	976	1 149	1 072	1 110	1 085	1 041
Rejected.....	133	195	199	200	275	311	332	198	260	256
Per cent rejected..	31.6	34.4	30.01	22.9	28.1	27.06	30.9	17.8	23.9	24.5
Licenses issued...	287	371	464	619	467	677	370	443	323	465

Rejection by topics

	1914	1915	1916	1917	1918	1919	1920	1921	1922	1923
Anatomy.....	2	5	2	11	20	17	17	21	29	20
Physiology and hygiene.....	15	81	45	26	117	123	94	58	102	43
Chemistry and metallurgy.....	24	69	63	43	107	70	60	66	58	56
Histology.....	20	36	11	21	14	6	60	27	41	36
Operative dentistry.....	14	4	13	25	17	18	55	18	10	15
Prosthetic dentistry.....	2	8	0	5	18	1	7	2	2	13
Therapeutics and materia medica..	60	43	23	57	5	23	33	28	10	34
Oral surgery and pathology.....	1	15	21	46	57	30	63	12	8	25

Comparison of dental schools. The dental schools of New York State compare favorably with those of other states as shown by the licensing examinations. The table shows for 1923 the rejections by topics exclusive of those candidates who took only the first half of the divided examination: group 1, New York schools; group 2, schools of other states. Each applicant is counted only once in the number of candidates, but under the several topics each failure is indicated, excluding any answer papers not examined. Of the papers submitted by 506 graduates of New York schools, 190 were rejected, while 92 written by 117 graduates of schools in other states were rejected. In addition to these, 2 candidates had filed evidence of study under private preceptor before August 1, 1895, 34 of whose papers were rejected and 2 candidates were graduates of schools against which no failure was charged in 1923.

Rejections from New York schools

INSTITUTION	Graduates	Anatomy	Physiology and hygiene	Chemistry and metallurgy	Histology	Operative dentistry	Prosthetic dentistry	Therapeutics and materia medica	Oral surgery and pathology	Total written	PRACTICAL			Total failures
											Operative	Prosthetic	Total	
College of Dental and Oral Surgery, New York.....	196	0	1	3	1	2	4	1	13	25	39	27	66	91
Columbia University, Dental Department.....	4	0	0	0	0	0	0	1	0	1	0	0	0	1
New York College of Dentistry.....	238	3	1	2	2	4	0	5	2	19	18	33	51	70
University of Buffalo.....	68	0	1	2	2	5	1	8	1	20	4	4	8	28
Total.....	506	3	3	7	5	11	5	15	16	65	61	64	125	190

Rejections from schools in other states

INSTITUTION	Graduates	Anatomy	Physiology and hygiene	Chemistry and metallurgy	Histology	Operative dentistry	Prosthetic dentistry	Therapeutics and materia medica	Oral surgery and pathology	Total written	PRACTICAL			Total failures
											Operative	Prosthetic	Total	
George Washington University, Washington, D. C.....	1	0	0	1	0	0	0	0	0	1	0	0	0	1
Howard University, Washington, D. C.....	5	0	2	1	0	0	1	0	1	5	0	0	0	5
Baltimore College of Dental Surgery, Md.....	1	0	0	1	0	0	0	0	0	1	0	0	0	1
Baltimore Medical College, Dental Department, Md.....	1	0	0	1	0	0	0	0	0	1	0	0	0	1
University of Maryland, Baltimore.....	4	...	3	5	2	0	0	0	0	10	0	0	0	10
Harvard University, Dental School, Cambridge, Mass.....	3	...	1	...	...	...	...	...	...	1	...	...	...	1
Tufts College Dental School, Boston, Mass.....	6	...	2	2	1	...	...	...	...	5	...	1	1	6
University of Michigan, Ann Arbor.....	10	...	1	...	...	...	...	4	...	5	...	...	...	5
University of Minnesota, Minneapolis.....	2	...	1	1	1	...	...	...	...	3	...	...	...	3
Philadelphia Dental College, Phila.....	1	1	1	1	1	...	...	2	...	6	...	...	...	6
University of Pennsylvania, Phila.....	83	2	8	9	6	0	3	9	3	40	6	7	13	53
Total.....	117	3	19	22	11	0	4	15	4	78	6	8	14	92
Exemption laws.....	2	4	4	4	4	4	4	4	4	32	1	1	2	34

Dental hygienists. Licensing examinations for dental hygienists were held on January 29-30 and June 25-26, 1923, in New York and Rochester.

One hundred and forty-one candidates were examined, 132 of whom passed for a license.

The results of examination are as follows:

	<i>Total papers</i>	
	<i>Examined</i>	<i>Rejected</i>
Anatomy and physiology.....	136	5
Nutrition and preventive dentistry.....	132	1
Materia medica and hygiene.....	136	3
Pathology and bacteriology.....	132	4
Total	536	13

Law

State Board of Law Examiners. The Legislature long since intrusted to the Court of Appeals jurisdiction over admission to the practice of law in this state and the Court has delegated this particular function to the State Board of Law Examiners. This board conducts licensing examinations three times a year and has very courteously sent its statistics each year to the Assistant Commissioner for Higher Education that they may be included in the annual report since they have to do with professional education. The statistics for 1922 follow:

<i>Class</i>	<i>No. examined</i>	<i>No. failed group 1 only</i>	<i>No. failed group 2 only</i>	<i>No. failed both groups</i>	<i>Total failures</i>	<i>Total admissions</i>	<i>Percentage of failures, all groups</i>
March.....	435	71	79	73	222	212	51.0
June.....	752	146	122	196	464	288	62.0
October.....	604	89	105	123	317	286	52.0
Total.....	1 791	306	306	301	1 003	786	56.0

Group 1. Pleading, practice and evidence

Group 2. Substantive law

NOTE. One applicant in March and one in October took their examinations in group 2 only and passed them. This accounts for the deficiency of 2 in the aggregate number of failures and admissions.

Chiropody

An important change in the chiropody law was made by the Legislature of 1922, which really did not become effective until after the beginning of the academic year covered by this report, namely, the provision requiring the annual registration of all chiropodists in the State. Notices and registration cards were sent to all practising chiropodists and the registration was accomplished without difficulty. Also in accordance with the law a list and directory of all chiropodists thus registered was printed and mailed to every practitioner whose name appeared therein.

Examinations. Chiropody examinations were held September 25-26, 1922; January 29-30, May 21-22, June 25-26, 1923, at Albany, Buffalo, New York and Syracuse. Forty-one candidates were examined, 33 passed and 8 were rejected.

RESULTS OF CHIPODODY LICENSING EXAMINATION

By topics

	TOTAL PAPERS	
	EXAMINED	REJECTED
Anatomy and physiology.....	36	4
Chemistry	40	5
Surgery	35	0
Therapeutics	35	2
	146	11
Total papers passed.....	135	

Rejections by topics

	1915	1916	1917	1918	1919	1920	1921	1922	1923
Anatomy and physiology.....	0	0	3	5	3	4	7	3	4
Chemistry	0	1	3	8	3	2	3	8	5
Minor surgery and bandaging.....	0	0	1	0	0	0	0	0	0
Therapeutics	0	0	1	4	1	1	4	2	2
Total	0	1	8	17	7	7	14	13	11

Nursing

On September 15, 1922 Elizabeth C. Burgess resigned as Secretary of the Board of Nurse Examiners to become a member of the faculty of Teachers College, Columbia University in the department of nursing and health. In the interim Pamela M. Doty was Acting Secretary of the Board until the appointment of the present Secretary, Alice Shepard Gilman, on November 1, 1922.

State nursing organizations. The State Nursing Association, the State League of Nursing Education and the State Organization for Public Health Nursing met in New York City during the last week of October 1922.

Many very interesting papers were presented. Dr David Snedder of Columbia University gave an enlightening talk on the "Principles Effective in Vocational Education Applied to Nursing Education" in which he pointed out that the fundamentals of vocational education had been more effectively carried out in nursing than in any other profession. He stressed the need of correlation of the theory with the field work and emphasized the possibilities of development through increased theoretical instruction.

Annie Goodrich gave an inspiring address, "The University School of Nursing and Subsidiary Group," in which she clearly pointed out the way to a happier and better community through the maintenance of health habits and urged the contribution of intelligent nursing service toward this end.

The trend of the entire program was toward a better nursing service through a better selection and more careful preparation of students.

Board of Nurse Examiners. The Board of Nurse Examiners held its regular meetings throughout the year.

Three examinations for licensed registered nurses were held and four for licensed trained attendants.

Since November 1, 1922 one member of the Board has been constantly in the Albany office assisting with the applications for license as registered nurse which were received under the extension of the waiver.

Advisory Council. The Advisory Council held one meeting during the week of October 19, 1922 for the purpose of bringing to the attention of the Council and the Board of Nurse Examiners the fact that the notification sent out by the Department to the effect that there would be an examination in hygiene and sanitation, and in the nursing care of mental diseases on and after September 1923, had met with protest from some of the New York City schools. The letters of protest were read and after a lengthy discussion of the various aspects of the matter the Council recommended that its action in regard to hygiene and sanitation, and nursing in mental and nervous diseases should stand and that, as the writers of the communications must have a misunderstanding of the motive and mode of action, suggested that the Department write to the hospitals explaining the Council's position in this matter. The entire matter relative to the date of the examinations was left to the Regents.

Schools of nursing in New York State. There is still a definite need for better classrooms, equipment, reference libraries and opportunities for recreation. Better instruction, more and better supervision and shorter hours of service must come in our schools of nursing if the sick are to receive the kind of nursing care which the medical profession and the public require.

The complaint that the students are always in class and that the nursing care of patients is not as good as it was ten years ago can not be substantiated. The average hospital has not increased the living accommodations for its students in proportion to the increase in the number of patients cared for nor has it taken into consideration the need of a larger personnel in order to give the students an opportunity to attend classes during the day. In other words the hospital has not as yet realized its obligations as

an educational institution nor has it accepted the responsibility of maintaining a school.

No other group of students connected with an educational institution is expected to contribute a full day's work as well as to carry out the required schedule of theoretical instruction.

If those who complain of the present conditions in our schools of nursing will consider that the hospital has to be staffed for 24 hours a day, that it meets a definite economic responsibility and at the same time endeavors to maintain a high standard and extensive curriculum for its students, they would realize that instead of criticism the schools of nursing need financial assistance. Properly and adequately aided these institutions could supply a sufficient number of graduate nurses and ward helpers to enable them to meet not only their obligations to the sick but also their obligations to their student nurses.

It is not the system of nurse education which is wrong but the failure of hospital boards to realize their responsibility to the schools of nursing.

The annual reports submitted to this Department for the year ending July 31, 1923 fail to show any substantial increase in gifts to schools of nursing for educational purposes. Although the hospitals are making a definite effort to increase the facilities of their schools there still remains a very definite need for better and increased accommodations for nurses as it has come to our attention during the last year that students were being turned away from understaffed hospitals because of insufficient living accommodations to enable them to admit the necessary personnel to nurse their patients properly.

Collegiate schools of nursing. During the past year a five-year combined arts and nursing course at Russell Sage College, Troy, N. Y., was registered by the Board of Regents. This course leads to the degree of B. S. in Nursing. Ten students were matriculated in this course of study which is a very encouraging beginning. The two hospitals affiliated with the college for this course of instruction offer unusual facilities.

In this connection it is also interesting to note the announcement of Yale University in April 1923 of the establishment of what was called the first undergraduate school of nursing in the United States, the funds for which are to be provided by the Rockefeller Foundation. Emphasis in this course of study will be placed on public health nursing. This course is of especial interest to New

York because of the fact that the new dean just appointed to supervise it is Annie W. Goodrich, assistant professor of nursing at Teachers College, Columbia University, and prior to that time Secretary of the New York State Board of Nurse Examiners. This course of study, while organized in somewhat the same manner as the nursing course in Russell Sage College, differs from it radically in one particular. It is the first school of nursing to be organized independent of a hospital or medical school in which the emphasis will be placed first of all on education rather than training. The relative development of these two collegiate courses in nursing following out entirely different methods of instruction will be watched with considerable interest.

Statistical data. An effort has been made to accumulate data relative to the causes of students' failure to complete the courses in schools of nursing. From records covering a period of 4 years the following tabulation has been made:

Reasons for failure to complete the course

Illness	250	or	28 %
Death	21	or	2.3%
Misconduct	205	or	23 %
Unfavorable home conditions	134	or	12.8%
Dislike for work	121	or	13.5%
Incompetency	49	or	5.5%
Marriage	150	or	16.8%
Unfitness for work	118	or	13.2%
Inability to master theory	75	or	8.4%

Ill health accounts for the largest percentage of resignations which signifies either inadequate physical examination on entrance, too long hours on duty, poor food or overwork. Next to the largest percentage of failures to complete the course was due to misconduct. This indicates a lack of proper selection upon entrance or a lack of proper supervision both on and off duty.

A large number are sent away from our schools each year because they are not fitted for the work, which again indicates a lack of proper selection at the time of entrance.

In studying the number who are unable to master the theoretical work it was found that 99 per cent of those failing were admitted on the equivalent basis or with 1 year of high school work.

These figures point very clearly to a great economic problem, the waste of time, money and effort on the part of hospitals in failing to give sufficient attention to conditions which cause this loss of personnel. It is not economically sound to carry students from one to two years and provide a staff of instructors to give them definite

preparation for nursing and at the end of this time find them physically, morally and mentally unfit to continue. It is unsound from an economic as well as an educational standpoint and should receive the earnest attention of hospital boards. When more discrimination is made by our schools of nursing in accepting students, time, money and effort will be conserved and a larger number of properly qualified nurses will be added to the profession each year.

Comparison of credentials presented for entrance to the nurse training schools in New York State for years ending July 31, 1920, 1921, 1922, 1923

<i>Year</i>	<i>College graduate</i>	<i>Some college training</i>	<i>H. S. Grad.</i>	<i>H. S. 2 yrs.</i>	<i>H. S. 1 yr.</i>	<i>Equiv.</i>	<i>Cards not issued</i>	<i>Total</i>
1920.....	26	14	460	309	693	123	.....	1 625
1921.....	12	4	428	265	787	173	.....	1 690
1922.....	20	11	678	467	1 235	277	.....	2 688
1923.....	22	11	753	525	1 088	199	115	2 713

These figures show a slight increase over the preceding year. The largest proportion of credentials presented is in advance of the minimum requirement. The number entering on 1 year of high school or its equivalent has materially decreased and it is probable that many of the students admitted with 18 counts were entitled to a higher rating in as much as credentials which could not be immediately evaluated from the data available in the Examinations Division have been allowed for nurse student certificates based on a minimum of 18 counts.

Registered schools for trained attendants. During the past year there have been no additional schools for trained attendants registered in this State or any appreciable increase in the number of students entering the schools already established. It is questionable whether these schools will be a success until the educational requirement for admission to registered nurse training schools has been materially increased.

With 1 year of high school work or its equivalent as a minimum requirement for admission to a registered nurse school and 8 years of grammar school work or its equivalent as a minimum requirement for admission to a registered trained attendant school it is not inconsistent to believe that the majority of young women who are desirous of entering the profession of nursing will make the additional effort and secure the equivalent of 1 year of high school study and thus enter the registered nurse training school.

Trained attendant certificates issued by examination

December 1922	25
January 1923	23
May 1923	42
June 1923	7
<hr/>	
Total	97

State hospitals schools of nursing. During the last year arrangements have been made with the Hospital Commission for the Insane by which all the students in the registered nurse group will be given 1 month's course in nutrition at the Highland Hospital, Rochester, N. Y., in conjunction with a course in the feeding of well children, which will be under the direction of the Public Health Nursing Organization of Rochester. This course will include the theoretical and practical experience in special diets, such as hypertension, nephritis and diabetes. The students are maintained in the Rochester State Hospital and go to the Highland Hospital for an eight-hour non-resident course. This instruction supplements the course already given in the general hospitals for these students.

Inspections. Although it has not been possible up to the present time to give as much time as desired to the inspection of individual schools, 301 surveys have been made of the schools within this State. Many have been visited 2 and 3 times during the year particularly those that have needed careful supervision and assistance in reorganizing their theoretical and practical work. Classes have been visited and the Department has become better acquainted with the methods of teaching in use. Many conferences have been held with the training school committees and boards of managers and in many instances definite progress has been made in promoting a better spirit of cooperation and of understanding. In 6 schools full-time instructors have been appointed through the efforts of this Department.

Registered schools of nursing in other states. Reciprocity. This Department has ruled that only graduates of schools of nursing, registered with the Regents of The University of the State of New York, who have secured registration certificates by examination in the states in which they graduated and who meet the educational requirements of New York State are eligible for registration without examination. This ruling has been adopted to cover the reciprocity clause set forth in article 12, section 251-a of the Public Health Law.

Inspections. In as much as graduates of registered schools outside the state are permitted to practise in New York State, which has a compulsory registration law, it seemed only fair in justice to our own schools to require a personal survey of these institutions. Consequently 132 of the out-of-state schools have been inspected during the past year. We hope to have completely surveyed all the schools of nursing registered outside the State of New York before July 1, 1924.

As this Department had no funds to pay for such inspections the boards of trustees of these institutions were asked to contribute their share toward the traveling expenses of the investigator. In most instances we have received most cordial cooperation and many of the schools which we have been unable to continue to carry on our registered list have voluntarily withdrawn their registration, realizing that their schools failed to meet the minimum requirements of this Department and expressed the wish to continue their registration at such time as they were able to comply with the rules of the Board of Regents.

We are receiving large numbers of requests for registration from schools throughout the country and many of these schools are using their New York registration as publicity material in recruiting pupils. Many letters have come to this Department stating quite frankly that through the personal surveys it is felt that the New York registration will be of very much more value than it has been in the past in as much as previous to this year we have registered schools outside the State upon written application only.

This practice was found to be open to severe criticism as upon investigation we found that many of the schools which we were carrying on our registered list were not meeting the minimum requirements and that the applications upon which the registration had been granted did not give a true picture of conditions existing in the schools.

Classification of R. N. certificates issued under the waiver

Upon graduation from a New York State school.....	5 609
Upon graduation from schools in other states.....	8 346
Upon experience	1 062
Upon graduation from a foreign school.....	583
Upon graduation from a state hospital.....	1 462
Total.....	17 062

Number of trained attendant certificates issued under the waiver....	155
Number of trained nurse certificates issued under the waiver.....	104

Number of registration certificates granted by examination from July 31, 1922 to July 31, 1923.....	1 101
Number of registration certificates issued from May 1, 1920 to January 1, 1923	17 062

Examinations. During the past year there have been 1101 applicants for registration by examination, classified as follows showing percentage of failures as compared with the previous years.

<i>Date</i>	<i>Total</i>	<i>Passed</i>	<i>Rejected</i>	<i>Percentage of failures</i>
September 1921.....	279	264	15	5
January 1922.....	493	365	128	9
June 1922.....	313	283	30	9
	995	912	83	
September 1922.....	272	250	22	8
January 1923.....	331	280	51	15
June 1923.....	498	435	63	12
	1 101	965	136	

Failures

Anatomy	16
Medical nursing	25
Obstetrics	10
Materia medica	50
Bacteriology	9
Diet cooking	41
September 1923	151
Practical	14
Anatomy	50
Medical nursing	50
Obstetrics	20
Materia medica	66
Bacteriology	27
Diet cooking	39
January 1923	305
Practical	30
Anatomy	116
Medical nursing	60
Obstetrics	33
Materia medica	84
Bacteriology	9
Diet cooking	68
June 1920	200
Total.....	856

Results of examinations. Examinations for registered nurses were held September 25-27, 1922; January 29-31, June 25-27, 1923 at Albany, Buffalo, New York and Syracuse; examinations, 3; examined, 1036; passed, 900; rejected, 136.

Rejections by topics

Practical nursing	45
Anatomy and physiology	201
Medical nursing and children	131
Ostetrics	55
Materia medica	241
Bacteriology and surgery	44
Diet cooking	144

It is worthy of note that there has been an increase in the percentage of failures in every examination held this year. This would indicate that serious consideration should be given to the supervision of the teaching of these subjects in our schools. The total number of students taking the examinations has increased by 206 during the past year.

The largest percentage of failures is found in anatomy, medical nursing and nursing of children, and materia medica. This would indicate that these subjects are not satisfactorily taught in the majority of our schools of nursing and that particular stress should be laid upon the content of these courses and an effort made to secure competent instructors.

Three-year versus two-year course. Many of our schools of nursing have shortened their course of instruction from 3 years to 2 years and 6 months while some of the larger and more representative schools still adhere to the three-year schedule.

There has been considerable discussion during the past 2 years of the question of which is the soundest policy.

For the small schools with limited clinical and teaching facilities the value of the maintenance of the three-year course appears questionable in as much as the student's time after the completion of the second year is given over to routine work which is of no educational value.

In large institutions the three-year course is feasible if the entire third year is devoted to the preparation for the various fields of nursing including affiliations in mental and nervous nursing, communicable diseases and wherever possible courses in public health nursing.

These conditions must all be taken care of in any community and it is an open question as to whether the school of nursing is not responsible for the general preparation of its students. We can no longer say that the care of the patient suffering from appendicitis or that the tubercular patient merits any less consideration than the patient suffering from acute cardiac disease.

The argument advanced by the exponents of the two-year course is that the students should get this additional preparation through postgraduate work or through elective courses. Observation, however, leads one to believe that the average student upon completing the two-year course spends no further time in securing this additional preparation but immediately begins her work as a graduate nurse.

The problem of adequately nursing the special patients in hospitals of this country is one that merits the earnest consideration of all those interested in community welfare. Because a patient is suffering from a disease which can not be classified as general medical or surgical it should not prevent him from receiving the same type of nursing care. Institutions specializing in the care of such patients should not be encouraged to maintain special schools of nursing.

It is as unfair to the public to grant registration to this group of nurses as to grant registration to the nurse who has received a circumscribed preparation in the care of medical or surgical patients. It is just as inconsistent to believe that nurses should be prepared for and allowed to care for cases of a specialized nature without a fundamental training as to believe that the medical profession would be justified in recognizing as a specialist a physician who had not completed a general course in medicine.

An obligation rests upon all those interested and intimately concerned with the preparation of nurses to evolve a course of instruction which will enable the community to receive a uniform standard of nursing care in all types of institutions and to prepare a group of women who will have at least a rudimentary knowledge of the general ills of humanity.

Pharmacy

One of the outstanding events of the past year in the field of pharmacy was the amendment to the Pharmacy Law enacted by the Legislature of 1923. This amendment provides that hereafter

every pharmacy shall be owned by a licensed pharmacist and every drug store shall be owned by a licensed druggist and no copartnership shall own a pharmacy unless all the partners are licensed pharmacists, and no copartnership shall own a drug store unless all the partners are licensed druggists. Exception is made in favor of any corporation already existing authorized to do business in the State of New York and at the time the amendment was passed owning and conducting a pharmacy or drug store which its charter empowers it to own and conduct. The chief effect of this amendment is to eliminate the increasing number of pharmacies and drug stores which have been owned by men who are not licensed pharmacists and druggists and whose purpose in conducting a pharmacy or drug store too often savored of illegality. Such owners kept within the law by employing registered pharmacists or druggists but this did not prevent their misuse of the privilege granted them under the law for their own unlawful gain.

Another event worthy of note was the advancement in the preliminary education requirement for admission to a registered pharmacy school from 3 years of high school study effective January 1, 1925. All over the country the best thought in pharmacy has been to increase this preliminary education requirement. For some time it has been 2 years of high school study only. The national association, not long ago, believing that 2 years was entirely inadequate, recommended that all standard pharmacy schools throughout the country should require for admission high school graduation or the equivalent. New York advanced its requirement some time ago from 2 years to 3 years, effective January 1, 1923. While fully in sympathy with the thought of the national association and a more adequate preliminary education requirement, yet New York did not feel that it was fair either to the prospective pharmacy student or to the pharmacy school to advance the preliminary education requirement as rapidly as would have been the case if 4 years of high school study were required for the class entering New York State pharmacy schools in the fall of 1923. Consequently, while the increase to 4 years of high school study was made by the Board of Regents, the Board specified that this requirement should not become effective until January 1, 1925, thus allowing a proper and reasonable time for adjustment.

Board of Pharmacy. The thirteenth annual meeting of the Board of Pharmacy was held at Albany, September 22, 1922.

Officers were elected for the ensuing year, and a violations committee and a questions committee were appointed.

Appointment of examiners. The Board of Regents reappointed the present incumbents to succeed themselves on the Board of Pharmacy and also appointed in April 1923, Arthur S. Wardle to fill the unexpired term of the late John Hurley. Mr Hurley was graduated from the Albany College of Pharmacy in 1885. He was appointed to the board of trustees of the college in 1915 and served continuously as a member of the State Board of Pharmacy from 1906 to the time of his death. It is fitting to record in this report his long and efficient service. His death was a distinct loss to the profession of pharmacy in the State of New York.

Statistical Report for 1922

Pharmacies registered	5 625
Drug stores registered	64
State and municipal institutions registered.....	37
Certified storekeeper's certificates or permits issued.....	983
Apprentice certificates issued	1 522
Licenses exchanged (pharmacist and druggist).....	41
Number of inspections.....	7 576
Number of alleged violations reported by inspectors.....	486
Cases settled	286
Held in abeyance	128
Cases pending June 1, 1923	232
Amount of penalties collected	\$17 280
Number of meetings held by violations committees.....	35
Number of individual hearings.....	342

Analysis Record

Number of samples analyzed	3 002
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Record of Examinations

Pharmacist

	<i>Examined</i>	<i>Passed</i>	<i>Rejected</i>	<i>Percentage rejected</i>
January.....	123	83	40	33
May.....	169	113	56	33
June.....	123	86	37	30
September.....	108	70	38	35
Total	523	352	171	33

Examinations. Pharmacy licensing examinations were held September 25-27, 1922; January 29-31, May 21-23, June 25-27, 1923 in Albany, Buffalo and New York.

Results of pharmacy licensing examinations. Examinations, 4; examined, *1242; rejected, *423; licenses issued, *819.

Rejections by topics¹

Materia medica and botany.....	164
Toxicology and posology.....	72
Pharmaceutical chemistry.....	86
Theoretical pharmacy.....	101
Practical examination.....	81
Commercial pharmacy, pharmaceutical jurisprudence and pharmaceutical Latin.....	158

Results of druggist licensing examinations, September 1922–June 1923. Examinations, 4; examined, 221; rejected, 74; licenses issued, 147.

Rejections by topics¹

Materia medica and botany.....	136
Toxicology and posology.....	56
Pharmaceutical chemistry.....	77
Theoretical pharmacy.....	90
Practical examination.....	23

Education

State examinations for the renewal of college graduate limited certificates were held in August 1922 and May 1923.

<i>Subjects</i>	<i>Papers written</i>	<i>Papers accepted</i>
Psychology	80	73
History of education	84	60
Principles of education	78	64
Methods in English	53	47
Methods in foreign languages	29	24
Methods in mathematics	35	25
Methods in science	33	29
Methods in history	68	66
	<hr/> 460 <hr/>	<hr/> 388 <hr/>
Number of applicants examined	195	
Number passed	38	

During the year there have been issued 282 provisional certificates to graduates from approved pedagogical courses in colleges and uni-

* These figures include 682 candidates who took the junior licensing examination, 455 of whom passed.

¹ Includes all papers rated below 75 per cent.

versities; 137 college graduate professional permanent certificates; 502 limited certificates and 86 life certificates. The total number of certificates issued was 1007.

The number of college graduate limited certificates issued in 1922 was 282. The number issued in 1923, amounting to 502, shows an increase of 78 per cent. It is interesting to note further that 267 of these 502 certificates, or more than half, were granted to graduates of colleges outside New York State. This is a promising indication of the extent to which teaching conditions in this State are proving attractive to teachers with the highest preparation obtained beyond the borders of the State.

By action of the Board of Regents two new forms of certificate to be known as the provisional secondary certificate and permanent secondary certificate have been established, to be based upon education the full equivalent of that required for the college graduate limited certificate. This will provide for the certification of properly qualified secondary school teachers who may not technically be eligible for the college graduate limited certificate.

Optometry

The Board of Examiners in Optometry held two meetings during the year 1922-23, the annual meeting on October 18, 1922 and a special meeting in February 1923. Both of these meetings were held in Albany. At the annual meeting in October the officers of the Board were reelected and the question committee was appointed. The question of a practical examination in optometry was discussed. The Board approved the syllabus prepared by one of its members and adopted by the International State Board of Examiners. Sixteen applications for certificates of exemption were then considered. Of these nine were denied, three were granted and in four cases decision was postponed. At the special meeting held in February, fourteen applications for certificate of exemption were considered. Of these six were denied, two were granted and in six cases decision was postponed.

Examinations. Optometry examinations were held September 25-27, 1922; January 29-31, June 25-27, 1923 at Albany, Buffalo, New York and Syracuse. There were 158 candidates examined, 97 passed, 61 rejected.

Rejections

SUBJECTS	1913	1914	1915	1916	1917	1918	1919	1920	1921	1922	1923
Physiologic optics.....	0	0	0	0	0	1	1	6	6	0	9
Practical optics.....	3	0	2	0	3	8	5	4	4	9	4
Theoretic optometry.....	3	4	8	5	2	15	11	10	10	7	8
Practical optometry.....	0	3	4	0	10	2	11	10	23	15	32
Anatomy and physiology of the eye.....	0	2	0	2	5	0	11	21	12	10	23
Theoretic optics.....	9	11	10	8	31	22	25	46	52	44	33
Total.....	15	26	24	15	51	48	64	97	107	85	100

Veterinary Medicine

During the year twenty-six applicants for veterinary license were examined by the Board. Of this number, twenty-five were licensed and one was rejected. Four veterinarians applied under the provision of the law permitting such application from men who had been officers of the Army Veterinary Corps during the World War. Their preliminary education was found to be sufficient and all four held diplomas from recognized colleges. They were accordingly licensed. Four applications were received for certificates of fact. Of this number one was granted, one was denied and two were referred to the Assistant Commissioner for Higher Education.

Examinations. Examinations were held September 25-28, 1922; January 29, February 1, May 21-24, June 25-28, 1923 at Albany, Buffalo, New York and Syracuse. There were twenty-six candidates examined and twenty-six passed.

Results

	1914	1915	1916	1917	1918	1919	1920	1921	1922	1923
Examinations.....	4	4	4	4	4	4	4	4	4	4
Examined.....	50	41	35	44	124	58	46	41	30	26
Rejected.....	11	6	6	3	34	25	8	9	5	0
Percentage rejected....	19.6	14.6	17.1	6.8	27.4	43.1	17.3	21.9	16.6	0
Licenses issued.....	45	35	29	41	90	33	38	25	25	26

Rejections by topics

SUBJECT	1914	1915	1916	1917	1918	1919	1920	1921	1922	1923
Anatomy	0	2	0	1	18	11	2	5	3	0
Physiology and hygiene	0	2	2	1	13	10	2	3	3	0
Chemistry	5	2	5	2	28	13	3	1	3	0
Surgery	1	2	0	1	4	0	0	1	0	0
Obstetrics	0	2	1	1	6	5	1	3	0	0
Pathology, diagnosis and practice	7	5	1	0	11	8	8	4	3	0
Therapeutics and materia medica	0	0	0	0	7	1	0	3	4	0

Accountancy

One of the recent outstanding topics in accountancy has been the question of reciprocal relations between the various states so that a certified public accountant in one state might have his certificate indorsed in another. In New York the matter was brought into focus by a proposed reciprocity agreement between New York and New Jersey which was presented to the Board of Regents at its meeting in January 1923. After discussion of the content of the agreement, during which it was argued that the terms of the agreement were contrary to the provisions of the statute; that any such agreement was not in accord with the principles of best policy; and that there is ample provision of law for the indorsement of the license of any certified public accountant from another state worthy to be licensed in this state; it was voted that the agreement, which could be consummated only by the approval of the Board of Regents, be not approved. In May 1923, an important conference of the New York, New Jersey and Pennsylvania state boards, together with a committee of the New York State Society of Certified Public Accountants, and the Assistant Commissioner for Higher Education was held in New York City. So many accountants reside in one of these three states and maintain a place of business in another that joint action on this matter was highly desirable. The results of the conference as embodied in a memorandum issued by the Assistant Commissioner for Higher Education were briefly:

1 In order for a C.P.A. of any other state to become licensed in New York it is not necessary that there be a formal agreement of reciprocity between that state and New York.

2 Any duly qualified and reputable C.P.A. of another state who received his certificate on examination based upon standards not lower than those of New York may apply to the Board of Regents

for the indorsement of his C.P.A. certificate as a license to practise in the State of New York. (Detailed requirement for such application specified.)

3 A C.P.A. of long standing and of well-known probity who was certified prior to the enactment of the present requirement may make application for indorsement even though his certificate was not issued upon examination.

4 There can be no indorsement of an indorsement. The indorsed certificate must be an original.

5 The indorsement can only be made after the applicant has had at least 1 year's practice in accountancy in the State where he resides after securing his certificate.

Thus the year has seen an important step taken in accountancy. The statement of the Assistant Commissioner for Higher Education is general and does not apply only to credentials from Pennsylvania or New Jersey. The way is open for a C.P.A. from any other state to secure a certificate in the State of New York provided always he has met the same standard as that required for our C. P. A. certificate.

Examinations. Accountancy examinations were held January 29-31 and June 25-27, 1923 in Albany, Buffalo, New York and Syracuse. Certified public accountant certificates were issued to 164 candidates who during the past year completed the experience requirement specified in Regents Rules.

Results of C.P.A. examinations

	Candidates	Number rejected	Percentage accepted	Rejections by topics			
				Theory of accounts	Practical accounting	Auditing	Commercial law
1915.....	293	266	9.2	100	228	141	184
1916.....	321	205	36.7	40	151	80	90
1917.....	376	337	10.3	125	303	100	170
1918.....	241	175	27.3	45	155	25	43
1919.....	220	179	21.8	55	165	24	33
1920.....	293	193	34.1	74	172	16	16
1921.....	327	196	40.0	6	182	8	48
1922.....	534	267	50.0	72	227	5	20
1923.....	700	542	22.5	25	523	19	90

Architecture

Under the Laws of 1915, chapter 454, certificates were granted without examination to applicants upon recommendation of the Board of Examiners for the Registration of Architects during the year ending July 31, 1923. In the examinations held in January and June 1923, 3 candidates were examined, one of whom passed and received a certificate.

Shorthand Reporting

The Board of Examiners held four regular meetings during the year, at two of which applicants were examined for the C.S.R. certificate. In January 1923 five applicants were examined and upon the recommendation of the Board three of them were granted certificates. In June 1923 five applicants were examined and again upon recommendation certificates were issued to three of them. Thus far certificates have been issued upon examination to thirty-nine applicants. The severity of the examinations is evidenced by the fact that an applicant's paper will not be accepted if it falls below 95 per cent.

Several schools have been organized in New York City and vicinity to prepare applicants for the examination for the C.S.R. certificate. One course has been organized which requires 4 years for its completion. One of its graduates received a C.S.R. certificate in June. The Board of Examiners feels that such schools should be encouraged since there is a real dearth of shorthand reporters who possess the necessary qualifications for the C.S.R. certificate.

Examinations. The examinations for certified shorthand reporters were held by the examiners January 29-30 and June 25-26, 1923, at New York. Nine candidates were examined and six were certified. No certificates were issued during the year under exemptions in the law.

Engineering

The State Board of Examiners for the Licensing of Professional Engineers and Land Surveyors held ten meetings during the year 1922-23, so many being necessary because of the very great number of applications for license which had been received. Engineers throughout the State have been hastening to take advantage of the provision of the law which still permitted the issuance of the license without examination.

At the annual meeting held in November 1922 the officers were elected for the ensuing year.

During the year the Board recommended that licenses be granted to 1768 applicants, of whom 1077 were licensed as professional engineers, 186 as land surveyors and 505 both as professional engineers and land surveyors.

The matter of reciprocal registration with other states and with the Canadian provinces has been discussed a number of times. It has seemed wise not to become involved in this question at all until the law has been in force for a longer time and until it is better known just how successful its operation will be in this State. For this reason no definite steps toward reciprocal relationship with other states have been taken as to professional engineers and land surveyors.



SPECIAL EDUCATION

Prepared by Albert C. Hill, Chief, Special Schools Bureau

Indian Schools

Statistics

Reservation	1	2	3	4	5	6	7	8	9	10
Allegheny.....	105	162	11	113	49	183	12 706	7	7	\$9 000
Cattaraugus.....	105	191	31	182	31	185	14 855	10	8	10 000
Onondaga.....	98	86	17	85	37	191	8 774	5	5	17 000
Poospatuck.....	5	8	...	9	...	183	1 134	1	1	800
St Regis.....	168	260	69	205	52	192	16 401	9	9	12 000
Shinnecock.....	23	36	6	31	5	192	3 886	1	1	1 000
Tonawanda.....	73	77	17	78	19	180	2 598	4	4	6 000
Tuscarora.....	47	80	4	56	33	188	5 386	2	2	7 000
Totals.....	624	900	155	759	246	...	65 800	39	37	\$62 800

Key — Column 1 Number of children under 6 years of age on reservation.
 Column 2 Number between 6 and 16 years of age.
 Column 3 Number between 16 and 18 years of age.
 Column 4 Number registered in reservation schools.
 Column 5 Number registered in other schools.
 Column 6 Number of days of schools.
 Column 7 Total aggregate days attendance.
 Column 8 Number of districts and departments.
 Column 9 Number of teachers.
 Column 10 Value of school property.

The statistics show an increase in the number of children living on the reservations during 1922-23, a small decrease in the number of pupils registered in the reservation schools and a slight increase in the number of children attending other schools. These facts seem to indicate a gradual change of sentiment among the Indians on the subject of education. There is evidently a growing desire on the part of the more progressive Indians to mingle more with white people. More ambitious young people are going to neighboring white schools, especially for advanced studies. Families are moving off the reservations to seek greater opportunity for work and more attractive social opportunities. In spite of the continuous weakening of the school attendance laws, the inevitable lowering of moral standards due to a condition of lawlessness, the persistent encroachments of the white men's vices and the state of unrest caused by a vicious propaganda carried on by groups of misinformed, sentimental and self-seeking white people, each group

having its own way of promoting dissatisfaction, hostility and rebellion, there are encouraging signs of better days for New York Indians. The younger children go to school, irregularly, to be sure, but enough to get some glimmer of a better community life, and a few gain inspiration and resolution to seek the white man's education and the white man's jobs. A considerable number of Indian boys and girls leave the reservations to attend secondary schools. The best carpenter near one of the reservations is an Indian and he represents an increasing number of self-reliant, competent and successful Indians.

The situation is such that schools exclusively for Indians seem to be a temporary expedient. The Indians themselves will not long be satisfied to have their children educated in exclusive schools. They already complain that Indian schools are not good enough and are inclined to blame the teachers and the Government. Later they will discover that it is not the Indian schools that are at fault so much as it is the Indians themselves. It requires three classes of people to make a good school: parents, children and teachers.

The environment, the desire of the children to learn, the will of parents to have the children in school promptly and regularly are quite as important in making instruction effective as the schools and teachers.

The policy of the State should be to encourage the movement of Indian children towards the cosmopolitan public schools of the State which know no race, no class distinctions, no reservation boundaries. The State should give free high school education to all inspiring Indian boys and girls who have the will and perseverance to prepare for it. This would be economic and most beneficial. At present the limited number of children ready for high school does not warrant the establishment of high schools exclusively for Indians. The idea of founding a university for Indians is too absurd to deserve consideration. Elementary schools on the reservations are a present necessity but they should be regarded as having a limited existence.

The Indians of New York are capable of amalgamating with the white race. In fact the process has been going on for centuries and it is neither possible nor desirable to check it. This process need not be hurried; natural causes may be allowed to take their course. It is important, however, that the State should direct its educational efforts with the ultimate end in view.

The mistake that has been made by philanthropists, government and educational authorities has been in so dealing with the remnants

of the Iroquois tribes as to perpetuate a condition of tutelage and dependence. The early missionaries started with the policy of handing out things indiscriminately and unconditionally and it soon became a fixed mental habit of the Indians to expect the white race to provide for their needs. Existing conditions are the logical results. The Indians pay no taxes, have no social responsibilities. Schools, roads, sanitary care and help for their poor are provided at state cost and received as a permanent right rather than as a temporary expression of good will and helpfulness. The education of the Indians has been and still is defective in this respect. A gradual change is desirable, both in fairness to the taxpayers and in the interests of the real welfare of the Indians themselves. A sudden reversal of policy in regard to state aid would be neither just nor feasible, but a step by step process, based on a definite plan to put the New York Indians eventually on a self-reliant, self-supporting basis, would be sound in theory, just to all concerned and entirely practicable in its application. The drifting policy that has so far been followed is destructive to the people living in these isolated communities without effective government, proper moral standards, effective school conditions or economic opportunities.

The first step towards bringing New York Indians under normal social conditions and establishing a reliable foundation for social upbuilding is to put the reservations under law and order. No community can progress in a state of lawlessness. The most urgent educational measure is now pending in the effort to solve the governmental problem. Until this problem is solved, the schools, the churches, the social organizations are simply marking time or rolling stones to the top of the hill only to have them roll down again.

I wish to pay tribute at this point to the faithful teachers, in the schools and in the churches, who have labored faithfully and devotedly to help the Indians, under conditions sometimes very discouraging. Nothing but a missionary spirit has kept some of the most earnest workers among them at their posts, heroically and patiently meeting obstacles as they arise. They have asked for help that could not be given them; they have fought the battle for school attendance single handed to a large extent, with only moral suasion as a weapon. They have endured undeserved criticism when the results of school work have not been satisfactory, due largely to the fault of parents who keep their children out of school on an average of half the time. Teachers, certainly, should not be held responsible for results under existing conditions. The State and the Federal Government are justly held responsible for any falling down there may be in the effectiveness of the schools.

Thirty-seven teachers were employed during the year in the Indian schools. There were three graded schools in operation; the others were one-teacher schools.

Each reservation has a principal teacher who is the local representative of the Department in the administration of the schools. She teaches in one of the schools and when it is necessary for her to visit other schools, a substitute is provided, as far as possible. The principal teacher and the inspector hold teachers meetings as often as is practicable. Each teacher makes a monthly report to the Department. She is also expected to read one book on education each year and send in reports on the various chapters. The book read during 1922-23 was "Successful Teaching in a Rural School."

Schools for the Deaf

Statistics

Pupils enrolled		Teachers	
a State	1 683	a Literary	144
b County	535	b All others	83
c Others	71		
Total	<u>1 689</u>	Total	<u>227</u>
Pupils graduated in June		29	

Comparative Statement

	1918-19	1919-20	1920-21	1921-22	1922-23
State pupils	994	1 051	991	960	1 083
County pupils	706	675	635	636	535
Others	66	68	77	68	71
Total	<u>1 766</u>	<u>1 794</u>	<u>1 703</u>	<u>1 664</u>	<u>1 689</u>

The increase in the number of state pupils and the decrease in the number of county pupils are due to the revision of the law, which makes children of 5 years eligible for appointment as state pupils. The number of county pupils will rapidly decrease and the number of state pupils increase until all pupils in institutions are state charges.

The number of pupils graduated from year to year is notably small, and it may be said, the standard of graduation varies in different institutions. In general, it is supposed to cover an elementary course, equivalent to the corresponding course in public schools. In most of the institutions, a few pupils continue into the high school studies, for a year or more. A few prepare for advanced work in Gallaudet College.

Besides the pupils in the institutions, it is estimated that between 400 and 500 deaf children are being educated in city day and private schools in the State.

It ought to be generally understood by parents that there are three kinds of schools for the deaf: those in which speech reading and speech are the ordinary means of communication in the classrooms, those that rely on finger spelling, and those that rely chiefly on signs and finger spelling. The first type does not tolerate either signing or finger spelling; the second type does not permit signing as a means of communication; the third type theoretically indorses the three methods of communication but generally, in the upper class, commonly resorts to signs as the chief dependence.

The day schools are generally of the first type. Those who are in charge of the institutions seem honestly to differ in regard to the educational value of the various means of communication. While all agree as to the desirability of training children to read speech and to speak something, the mastery of that means of communication is too costly in time that might more profitably be used in other ways. Others maintain that while at first acquiring speech may take more time, in the end it is a great help in the gaining of knowledge as well as being one of the most valuable acquisitions in fitting the deaf for normal life. This seems to be true: that giving a deaf child a working mastery of speech reading and speech is a most difficult art that has not yet been brought to a high state of perfection generally in the schools. Teaching this method of communication is the most technical feature of the work of the profession and demands a high type of teaching skill. It seems evident that a more effective teaching of speech should be sought and that poor teaching and insufficient use of speech do not result in giving pupils a valuable working mastery of it.

Cultivating the senses. The loss of one very important sense is a serious handicap. This loss must be made up, as far as possible, by greater acuteness of the other senses. Sight is the most helpful sense the deaf child has left. In the mastery of speech, the pupil must detect the slightest movement of the lips and translate it into signs of ideas or words. He must obtain his basic knowledge largely through sight and his other remaining senses. He must learn largely through concrete things. This seems to suggest the nature of the instruction best adapted to the deaf. It appears to an observer that the ordinary schoolroom procedure in schools for the deaf deals too largely with the abstract, particularly in the more advanced classes.

Training of teachers. The technical training of teachers of the deaf for their work is largely left to the schools themselves. The New York Institution for the Improved Instruction of Deaf-Mutes maintains a normal class with a course covering 40 weeks. Applicants must be graduates of a high school, normal school or college and must pass an eighth grade examination on entrance. A tuition fee of \$150 for the course is required. The graduates of this class are barely sufficient in number to fill the positions in the school itself.

The standard of scholarship for teachers of the deaf should be a college education or its equivalent. It would probably be impossible to meet the demand for teachers of the deaf on this standard at the present salaries.

Schools for the Blind

Pupils enrolled in schools for the blind number 262, there being 182 in Batavia and 80 in New York City. During a series of years the Binet-Simon intelligence tests have been given to all new pupils. One hundred and five have been tested with these results: below 70, or subnormal, 20; between 70 and 80, 22; between 80 and 90, 22; between 90 and 100, 14. Of the twenty testing below 70, twelve have been dropped from the school, two have increased in intelligence to above 80, five improved somewhat but remained in the subnormal class and one went backward.

On June 12, 1923 the cornerstone of the new school building in Bronx Park of the New York Institution for the Education of the Blind was laid. When this plant is completed, it will no doubt be an ideal institution of its kind. Besides the school building there will be a principal's home, a teachers' house, two houses for girls and three for boys, a kitchen, dining hall etc. The plan is to make the place a home for pupils, teachers and employees. Its location is ideal, with plenty of room for playgrounds and near the various attractions of Bronx Park.

Private benevolence and public interest have combined to give blind children every advantage they can utilize and all the means available to enable them to fit themselves to enjoy life and to earn a livelihood.

Both the New York City and Batavia schools are equipped to do good work and manifest a determination to accomplish their purpose.

The courses of study in these schools are as nearly like those of

ordinary schools as the loss of one important sense will permit. The pupils manifest no fear of Regents examinations and their percentage of failure in them compares favorably with those of seeing children.

The question of differentiating subject matter for the blind from that used in educating the seeing has not, perhaps, received the attention it deserves, but the general effort to prepare the blind for life as nearly normal as possible seems in every way commendable. Progress in the physical training of the blind is notable; the play feature of school life is made justly prominent. Mental activity of the right sort is a source of pleasure and profit open to the blind and should be cultivated in the schools.

Comparatively few occupations are open to the blind and preparation for these should be thorough and intelligent.

The revised Braille is becoming the prevalent key to printed matter for the blind. Its general acceptance is driving out the New York Point, formerly popular in the schools.

Piano repairing and tuning and various kinds of hand weaving seem to be prominent vocations for the blind. The senses of hearing and touch are the chief reliances of the blind in securing knowledge of the outside world, and reason is the subjective force that puts their ideas into order for pleasure and profit.

The International Sunshine Society is doing an important work that is partly hospital care and partly educational. An ordinary baby is the most helpless animal born into the world but a blind baby begins life without any of the ordinary means of acquiring knowledge. It is often hastily judged to be subnormal and incapable of mental growth. This society takes the most hopeless cases, apparently, and often succeeds in arousing their intelligence and in opening the way for them to knowledge of the external world and to joy and usefulness in society.

Conditions of appointments. The revised law providing for the appointment of deaf children as state pupils at 5 years of age places greater responsibility on the Department. Several questions are involved in the proper administration of the duties of the State in the education of the deaf and blind. First, what degree of mentality should be required as a condition of appointment and how shall it be determined? Second, what degree of deafness entitles a child to appointment to an institution for the deaf and how shall it be determined? Third, shall appointments to an institution for the deaf or blind be made from cities maintaining

classes for such pupils or required to do so? Fourth, what age limit, if any, shall be placed on the continuance of state pupils in institutions?

Schools for Neglected Children

Neglected children make men and women who are a menace to communities, who terrorize the people, rob banks, cheat their neighbors, commit murder, foment rebellion and substitute war, internal and external, for much desired peace and happiness. They are to be found everywhere and are the germs of perils yet to come.

These neglected children should be looked after as a public duty. A few consecrated sisters and devoted missionaries can not stem the deadly flow of neglect. It is too big a job for individuals and must be done if at all effectively, by the collective efforts of society, alive to the dangers and energetic and persistent in efforts to check the danger at its source. Clearing the communities of neglected children would go far toward depopulating the prisons. Parent schools seem to be necessary to take the places of homes that can not or will not function in the vital matter of child training and care.

Schools for Delinquents

Delinquents are the natural fruit of neglected childhood. They are not hopeless but need serious attention. They are not necessarily criminal by nature. They are short in education and long in impulse. They need training of the right kind. They need a sympathetic friend to lead them out of the labyrinth into which they have thoughtlessly wandered. They should not be stamped as criminals but inspired with better ideas and directed into better actions.

So-called reformatories should be regarded as schools and handled with intelligence. They should be saturated with the humanitarian spirit.

Schools in Prisons

Statistics

Men and women in prison.....	6 741
Percentage of men and women in school.....	29.7
Foreign-born in school.....	959
Illiterates on entering school.....	237
Aggregate days attendance.....	219 093

The final step is taken in the process of character formation when the adult is sent to prison. Society strikes its hardest blow when it brands a man as a criminal. There is still hope and opportunity, however, for men of courage and will, and every person, no matter how bad he may be, should have a chance to recover. Society should extend a helping hand to the most degraded.

There is but one proper way out of prison and that is by reformation. Society can not safely release a prisoner whom it knows will return to a life of lawless hostility to it; it can not afford to retain in prison any one who is pronounced cured of the moral obliquity that sent him there.

The school is the organized effort to provide in the prison an atmosphere favorable to reformation. A man must reform; he can not be reformed. He can, however, be encouraged and helped to reform. It is a misapprehension of the "school idea" in prison to assume that its chief aim is to remove illiteracy from the prisons. Its purpose is to help to reconstruct character. A prison is a mental and moral repair shop rather than an industrial factory. Its problem is spiritual rather than material. Its function is defined by Theodore Roosevelt as twofold: to protect society and to salvage men. An added suggestion might be: to protect society by salvaging men. Shutting persons up for a time and then turning them loose again to continue their careers of crime is no way to protect society and no way to salvage men. A civilization that returns a man to prison fifty-seven times is a poor protector of society. The prison should cure or keep the social wrongdoer.

The schools in the prisons of New York are right in theory but only measurably effective in practice because they do not have sufficient public sentiment and recognition back of them. They are instruments of potential reformatory power but lack dynamic force.

It is an encouragement that they have survived attack for 18 years and have accomplished a great deal in that time. They need better official backing and more financial support. They have set an example to the Nation that has been followed in a number of states.

Summary

The facts concerning the special schools considered in this report are well-known. What remains is to reflect upon them and take such action as seems wise and expedient.

The Indian schools are entirely maintained by the State and administered by the Department. They should receive special atten-

tion. The most important immediate needs are for the establishment of law and order on the reservations and sufficient funds to maintain the schools in the most efficient manner.

Schools for the deaf can be held responsible for the quality and quantity of work done and the Department should insist on a high standard of qualifications in teachers, a satisfactory course of study which should be reasonably uniform in all the schools, and a proper requirement for graduation.

Neglected children are a great menace to the State and their educational care should be a chief public concern.

Delinquent children should be treated as school children yet in the formative period and dealt with as needing the human touch rather than the strong hand of penal laws.

Prisons for adults are the real reformatories and should be schools of opportunity and moral reconstruction. An effort has been made to organize in the prisons schools of letters designed to meet the special needs of men and women pronounced by society to be unfit for ordinary community life. These schools seem to have potential power not yet developed but have done work that fully justifies their establishment. With better backing, they are capable of still greater accomplishment.

DIVISION OF VOCATIONAL AND EXTENSION EDUCATION

Prepared by Lewis A. Wilson, Director of the Division

Public Extension Education

The term "public extension education" as used in this report means education of less than college grade of persons 14 years of age and over, not in regular day schools, who voluntarily attend classes and schools conducted under the supervision and control of the local public educational authorities and supported wholly out of public funds.

Classes included within this definition are already being conducted at all hours of the day and evening in public school buildings, factories, homes and other convenient centers, most of the students being in evening schools. They are patronized chiefly by persons who are employed as wage-earners or as homemakers, although other ambitious persons with leisure time also attend.

Suggestions for improving and extending the work. The following constructive suggestions for the improvement and further development of public extension education grow in part out of this report. They should be given early consideration if this field of public education is to be made the efficient means of serving the army of employed young men and women who seek growth and self-improvement through a better education and training. These suggestions indicate only the more pressing needs.

1 Formulation of standards by which a city system of public extension education may be evaluated with reference to the need.

2 Determination of other standards such as size of class, length of school year, etc.

3 Agreement as to terminology.

4 Improvement in evening school records and reports.

5 Publication of a bulletin by the Department dealing with the administration and organization of public extension education and covering the four preceding points.

6 More clear definitions of the goals of achievement, especially in improved courses of study.

7 Continued and better provision for teacher-training and improvement.

8 Scientific studies of student progress and other important phases of the work. (A study of unit costs has been made during the past year based upon the salaries paid to teachers in more than 1000 classes.)

9 Centralization of supervision of public extension education especially in larger communities.

10 Enrichment of courses in public extension education in communities already maintaining classes.

11 Extension of work into communities not now maintaining evening schools.

12 Development of the idea of having an evening school student lay out a definite plan for his own education involving a well-defined purpose and an extended period of study.

13 More widespread use of types of organization which have already proved their practicability and worth, such as the registered evening high school.

Registration. The number of students registered in all classes in public extension education in New York State during the year ending July 31, 1923, was 210,472, including 113,646 men and 96,826 women. Almost three-fifths (57.5 per cent) of the students were registered in strictly academic subjects, including elementary English and citizenship for immigrants, common branch subjects of grammar grade and academic subjects of high school grade; while two-fifths (40.8 per cent) were registered in commercial, industrial and homemaking education.

Of the total number registered, 46 per cent were women. Women constituted practically the total registration in homemaking classes; and they numbered more than one-half (54.5 per cent) of the registration in the commercial courses. Only in one type of work—industrial education—did they register below 30 per cent and even in this they numbered 29.4 per cent.

TABLE 21

Number of pupils registered in public school extension classes in New York State for year ending July 31, 1923

<i>Type of education</i>	<i>Men</i>	<i>Women</i>	<i>Total</i>	<i>Percentage of total</i>
Immigrant education (English and civics).....	51 723	33 989	85 703	49.7
Elementary education (grammar grade subjects).....	4 978	2 031	7 009	3.6
Academic education (high school subjects).....	17 223	10 425	27 648	13.2
Commercial education.....	15 926	19 967	34 993	16.6
Industrial education.....	22 490	9 357	31 847	15.1
Homemaking education.....	10	19 029	19 039	9.1
Miscellaneous subjects.....	1 296	2 346	3 642	1.7
Total.....	113 646	96 826	210 472	100
Percentage.....	54	46	100	

Registration compared for 3 years. Notwithstanding the large number registered for the past year, there was an actual decrease of 4793 compared with the total number registered during the preceding year. A comparison of the registration for 3 successive years shows the number registered in industrial, academic (high school) and commercial education to be steadily increasing; the enrolment in immigrant education to be fluctuating; the enrolment in homemaking to be suffering from a temporary setback; and the number entering elementary (grammar grade) classes to be steadily diminishing.

These variations from year to year in the number enrolled in a given type of evening school work may be attributed chiefly to changes in (1) the need for the course, (2) the quality of the organization, supervision and instruction, (3) the effectiveness with which the course is advertised, and (4) the willingness or disinclination of the local communities to support the work financially. In so far as the evening school has provided educational opportunity for those who were denied adequate education in their youth, the enrichment of the day school curriculum and the raising of the age of compulsory day school attendance will lessen the need for such evening instruction. The growth of the evening school, however, depends to quite an extent upon the discovery of educational needs of adults and the enrichment of its own curriculum to meet these needs in a practical way.

TABLE 22

Number of pupils registered in public school extension classes in New York State for 3 consecutive years ending July 31, 1923, showing gains and losses by types of work

Type of course	Number registered			Total no. of enrol- ments for 3 years	b Increase or decrease 1922- 23 compared with			
					1920-21		1921-22	
	1920-21	1921-22	1922-23		No.	Per- centage	No.	Per- centage
Immigrant education.....	82 490	94 463	85 703	262 656	+3 212	3.9	-8 760	9.3
Elementary education (grammar grade).....	10 094	9 723	7 609	27 426	-2 485	24.6	-2 114	21.7
Academic education (high school grade).....	.....	22 149	27 648	.....	.....	.....	+5 499	24.8
Commercial education.....	.....	34 045	34 993	.....	.....	.....	+948	2.8
Academic and commercial ed- ucation.....	551 456	56 194	62 641	170 381	+11185	21.7	.....	11.5
Industrial education.....	27 206	30 795	31 847	89 848	+4 641	17.1	+1 052	3.4
Homemaking education....	21 721	21 020	19 030	62 377	-2 691	12.4	-2 590	12
Miscellaneous courses (such as swimming, gymnasium etc).....	.....	2 451	3 642	.....	+3 642	.....	+1 191	48.6
Total.....	192 967	215 265	210 472	617 704	17 505	9.7	-4 780	2.2

a This number is smaller by 47,835 than the number given in the report previously issued for the year ending July 31, 1921, the reduction having been made to eliminate duplicate registrations in these two types of work in the city of New York. The total of 51,456 given in the above table includes 35,902 different pupils registered in these subjects in New York City and 15,554 enrolments (probably including a few duplications) in the remainder of the State. The number of duplications was very large in New York City because of the four-period session in the evening high schools; it was relatively small in the up-state cities.

b Plus sign (+) indicates increase; minus sign; (—) indicates decrease.

The greatest actual loss in registration of any type of evening school work when compared with the preceding year was in immigrant education which showed a decrease of 8,760, or 9.3 per cent. This decrease was probably almost entirely due to the continued operation of the restrictive immigration law which limits the number of immigrant aliens of any given nationality which may be admitted to the United States in any one year to 3 per cent of the number of that nationality who were in the United States in 1910 according to the federal census of that year. The number registered in classes in immigrant education, however, will probably continue to be large even under this restrictive act as long as our policy of undistributed immigration prevails, since New York State has to care for approximately one-fourth of all immigrant aliens admitted to the United States. Moreover, the enforcement of the literacy requirement for voting and the gradual lengthening of the evening school year will tend to increase the number in these classes by furnishing another impelling motive and more extended opportunity for attending.

The number registered in elementary or grammar grade classes showed a decrease of 2,114, or about 21.7 per cent compared with the preceding year. There is a steady decrease in these classes be-

cause of the fact that under the continuation school law, part-time attendance at day school is now required of the young persons who formerly attended these evening classes. These classes will continue, but it is probable that foreign-born persons who desire to prepare for entrance to evening high school will form an ever increasing proportion of the students enrolled therein.

The decrease in registration in homemaking education compared with the preceding year amounted to 2596, or 12 per cent. This loss is practically all accounted for by the decrease in this work in one city. The fact that the evening school can offer such practical instruction relating to the home in such matters as health, nursing, foods, clothing, sanitation, home architecture, home furnishing, home decoration, and the steady demand for more wholesome and more intelligent living ought to make these homemaking courses increasingly attractive from year to year.

The greatest actual gain in registration in any single type of evening school education was in academic (high school) education, the increase over the preceding year being 5499, or 24.8 per cent. This growth was due largely to the increasing popularity of the registered evening high schools in New York City. Many ambitious pupils are attending these schools with the definite purpose of later going to college and entering one of the professions. The continued increase in the number of pupils in these classes suggests the possibility of further developing this type of work in the larger cities of the State and inducing colleges in these cities to offer evening courses for graduates of such registered evening high schools.

Commercial education showed a growth of 948 or 2.8 per cent compared with the number registered for the preceding year. Commercial and academic education combined showed a growth in registration in 2 years of 11,185, or 21.7 per cent.

In industrial education the number registered for the year was larger by 1052 than the number registered for the preceding year and 4641, or 17.1 per cent larger than the registration for the year before that. The growth in evening industrial education has been steady and consistent, showing that this type of work makes a strong and growing appeal to persons who are employed during the day.

In addition to the six types of public extension education previously mentioned, some cities are maintaining classes for instruction in swimming, gymnasium work and the like. Lectures and concerts are also systematically provided in a few cities. Registration in these subjects, which is steadily growing, is indicated in table 21 under the heading "Miscellaneous."

Increase in number of women registered. There has been a steady increase in the proportion of women registered in public extension education during the past few years. During the year ending July 31, 1923, the women constituted 46 per cent of the total number registered as compared with 45.5 per cent the preceding year and 38.6 per cent for the year before. During each of the past 2 years the total number of women registered in all types of public extension education has been nearly 100,000 (97,993 and 96,826 respectively).

During the past year the women were registered in largest numbers in immigrant education, commercial education and homemaking courses, the total number in these three types of work being 72,067. In commercial classes the number of women increased about 1500 over the number for the preceding year while the number of men decreased over 600. In industrial education, while the number of men has remained nearly stationary for 3 successive years, the number of women has increased from 4222 in 1920-21 to 9356 in 1922-23, an increase of 122 per cent.

TABLE 23

Women registered in public school extension classes for 3 consecutive years ending July 31, 1923, showing percentage of total registration by types of work

	Registered 1920-21			Registered 1921-22			Registered 1922-23		
	Total	Women		Total	Women		Total	Women	
		Num-ber	Per-cent-age		Num-ber	Per-cent-age		Num-ber	Per-cent-age
Immigrant education . . .	82 490	29 210	35.4	94 463	36 600	38.4	85 703	33 980	39.6
Elementary education (grammar grade)	10 094	3 436	34.0	9 723	3 488	35.9	7 609	2 631	34.6
Academic education (high school grade)				22 149	8 816	39.8	27 648	10 425	37.7
Commercial education . . .				34 045	17 548	51.5	34 993	19 067	54.5
Academic and commercial education	51 456	25 612	49.8	56 194	26 364	46.9	62 641	29 492	47.1
Industrial education	27 206	4 222	15.5	30 795	8 185	26.6	31 847	9 357	29.4
Homemaking education . . .	21 721	21 712	99.96	21 626	21 616	99.95	19 030	19 020	99.96
Miscellaneous subjects . . .				2 451	1 740	71.0	3 642	2 346	64.4
Total	192 976	74 448	38.6	215 265	97 993	45.5	210 472	96 826	46.0

Inequality of opportunity for adult education. The lack of equality of opportunity for education in the different communities of the State is much more marked in public extension education than in the provisions for regular public day schools. Public

moneys are spent freely throughout the State for the education of young people up to and even beyond 20 years of age in the day high schools. Attendance upon day high school, however, is practically impossible for young men and young women who are employed days; their only chance for further free education is in evening schools. The fact that they choose, or are required, to work days should not be considered as canceling society's obligation to provide them as good an opportunity for an education as that provided for unemployed children during a few daytime hours. While everywhere throughout the State these employed young people, through their earnings, help to provide free education in the day school for persons of their own age, it is only in the largest cities that a serious and well-directed effort is made to provide for them an equal opportunity in the only kind of school they can attend—the evening school. So far as these employed young people above the continuation school age are concerned, equality of opportunity will continue to be an empty phrase until public extension education is more widespread and until the rewards for work in this type of education are made the same as the rewards for similar work in the day schools.

The inequality of opportunity provided in public extension education and the variation in the number of communities maintaining schools and in the courses offered are indicated in the tables which follow. This inequality is indicated by (1) the number of students registered in the larger as compared with the smaller communities, (2) the number of cities maintaining classes compared with the number of smaller communities maintaining such work, and (3) the variety of courses offered by the larger as compared with smaller centers of population. That the large program of work indicated in these statistics is being carried on is worthy of commendation, but the fact should not be overlooked that there are many communities where the need exists in which no opportunity is provided or where the opportunity is very inadequate. The need for fuller development of the whole program of public extension education is very great.

Of the 210,472 students who were registered for the year ending July 31, 1923, 86.4 per cent were in the six cities of the State in which the population was 100,000 or over; 95 per cent of all the pupils were registered in the twenty-two cities having a population of 25,000 or over. These twenty-two cities comprise less than three-fourths (72.8 per cent) of the total population of the State, yet in them were found nineteen-twentieths (95 per cent)

of all the pupils registered in public extension education; while the remaining one-quarter (27.2 per cent) of the State's population had only 5 per cent of the total registration in these classes. In the communities of less than 10,000 population in which the total population was more than two and one-quarter millions (2,266,615) or 21.8 per cent of the total population of the State, only 3,047 persons were registered in classes in public extension education, being 1.5 per cent of the total registration for the State, and five-sixths of this registration was in one type of work—immigrant education. Of these two and one-quarter million persons only 142 were registered in public extension classes in commercial education, 107 in industrial education, 108 in homemaking education; while none was reported as taking academic subjects of high school grade. It is probable that a few pupils from these communities of less than 10,000 population were registered in classes in nearby cities, but even allowing for these, it would seem that the work in public extension education going on among this vast population is relatively negligible and that some plan ought to be devised whereby educational opportunities could be provided and the people themselves aroused to the desirability of taking advantage of such opportunities when presented.

TABLE 24

Number registered in public school extension classes (evening schools, etc.) in New York State for year ending July 31, 1923.—distributed by population groups and types of work

<i>Communities in population groups</i>	<i>Population, 1920</i>	<i>Per-centage of population of State</i>	<i>Immigrant education (English and cities)</i>	<i>Elementary subjects of grammar grade</i>	<i>Academic subjects of high school grade</i>	<i>Commercial subjects</i>	<i>Industrial subjects</i>	<i>Home-making subjects</i>	<i>Miscellaneous subjects</i>	<i>Total</i>	<i>Per-centage of total registration</i>
I Cities of 100,000 and over.	6 807 810	65.5	71 818	7 176	25 788	20 276	20 234	15 234	3 246	181 763	86.4
II Cities of 50,000 to 100,000.	372 398	3.6	5 201	158	1 186	2 464	1 115	1 486	196	11 848	5.5
III Cities of 25,000 to 50,000.	382 645	3.7	3 033	159	216	1 497	586	1 010	65	6 557	3.1
IV Cities and villages of 10,000 to 25,000.	555 759	5.4	3 133	134	458	1 614	705	1 190	23	7 257	3.5
V Cities and villages of less than 10,000.	2 266 615	21.8	1 599	.....	.....	142	167	98	112	2 118	1.0
VI Communities of less than 5,000 in supervisory districts.	.....	.....	919	.....	.....	.....	.....	10	.....	939	0.5
Total for State.	10 385 227	100.0	85 703	7 600	27 648	34 993	31 847	19 030	3 642	210 472	100.0

TABLE 25

Number registered in public extension education in New York State for year ending July 31, 1923, distributed in two population groups to show inequality of educational opportunity

<i>Communities in population groups</i>	<i>Population 1920</i>	<i>Percentage of population of State</i>	<i>Total no. registered in public extension education</i>	<i>Percentage of total registration</i>
Communities (22 cities) of 25,000 and over	7 562 853	72.8	200 168	95.0
Communities of less than 25,000	2 822 374	27.2	10 304	5.0
Total	10 385 227	100.0	210 472	100.0

Public extension classes were maintained in nearly all the cities, in about one-third of the villages which had superintendents of schools, and in comparatively few of the communities in supervisory districts.

During the year ending July 31, 1923, fifty-eight cities, twenty-three villages having superintendents of schools, and thirty-three communities in supervisory districts carried on some form of public adult education—a total of 114 communities in the State. In two of the cities and in thirty-eight of the villages having superintendents of schools no evening schools were maintained. In the supervisory districts, thirty-two communities maintained classes in immigrant education and one in homemaking. Immigrant education was carried on in 113 communities in the State, commercial education in forty-one, homemaking classes in thirty-five, industrial classes in thirty-four, and academic (high school) education in twenty-three places.

TABLE 26

Number of cities, villages and other school districts in New York State maintaining evening schools for the year ending July 31, 1923

	<i>No. of cities and villages in State having superintendents of schools September 1922</i>	<i>Immigrant education (English and civics)</i>	<i>Elementary education (grammar grade subjects)</i>	<i>Academic subjects of high school grade</i>	<i>Commercial education</i>	<i>Industrial education</i>	<i>Homemaking education</i>	<i>Miscellaneous (health, physical education, etc.)</i>
Cities	60	58	14	23	36	31	32	6
Villages	61	23	.....	.....	5	3	2	2
Communities in supervisory districts	33	32	.....	.....	.....	.....	1	.....
Totals	154	113	14	23	41	34	35	8

During the past 3 years the number of communities which maintained evening schools or day classes in places of employment or in homes decreased from 138 to 114. The number of cities increased slightly, the number of villages decreased about 25 per cent, and the number of communities in supervisory districts decreased about 35 per cent. The discontinuance of evening school in some communities was due to the failure of pupils to attend in numbers large enough to warrant the expenditure; in other communities the failure to carry on the work was due to lack of local initiative.

TABLE 27

Number of communities in New York State which maintained public school extension classes for any part of 3 consecutive years ending July 31, 1923

	1920-21	1921-22	1922-23
Cities.....	54	50	58
Villages having superintendents of schools.....	31	24	23
Communities in supervisory districts.....	53	39	33
Total for year.....	138	119	114

TABLE 28

Number of communities in New York State which maintained public school extension classes for any part of 3 consecutive years ending July 31, 1923, distributed by types of work

Types of education	Number of communities maintaining schools									Total		
	Cities			Villages having superintendents of schools			Places in supervisory districts					
	1920- 21	1921- 22	1922- 23	1920- 21	1921- 22	1922- 23	1920- 21	1921- 22	1922- 23	1920- 21	1921- 22	1922- 23
Immigrant education.	54	56	58	31	24	23	53	37	32	138	117	113
Elementary education.	23	21	14	2	1	...	...	...	...	25	22	14
Academic education.	19	21	23	1	2	...	...	...	...	20	23	23
Commercial education.	33	37	36	9	6	5	...	...	...	42	43	41
Industrial education.	28	30	31	2	2	3	...	...	...	30	32	34
Homemaking education.	29	29	32	4	3	2	...	2	1	...	34	35
Miscellaneous education.	...	6	6	...	2	2	...	...	...	...	8	8

The variety of courses differed greatly in different communities. Of the sixty cities, nineteen maintained only classes in immigrant education. Thirty-one cities maintained three types of extension

education or less. Twenty-one cities maintained five types or more—a rich program of study. Of the 121 cities and villages having superintendents of schools, eighty-one maintained classes in public extension education; forty carried on no adult education whatever. A comparison of the number of types of work carried on in different cities and villages during the past 3 years indicates that the establishment of public extension education in new communities and the establishment of new courses in communities where the work was already started have been almost negligible except in three or four of the largest cities.

TABLE 29

Number of cities and villages in New York State having superintendents of schools, which maintained evening schools for year ending July 31, 1923, distributed according to number of types of work carried on in each

<i>No. of types of work carried on</i>	<i>Cities</i>	<i>Villages having superintendents of schools</i>	<i>Total</i>
Only one type of work.....	19	18	37
Two types of work.....	3	2	5
Three types of work.....	7	1	8
Four types of work.....	7	.....	7
Five types of work.....	9	2	11
Six types of work.....	19	.....	19
Seven types of work.....	3	.....	3
Total number having evening schools.....	58	23	81
Total number not having evening schools.....	2	38	40
Total number cities and villages in State.....	60	61	121

TABLE 30

Variation during the 3 years ending July 31, 1923, in the scope of public school extension education maintained in New York State in cities and villages having superintendents of schools

<i>Number of types of education carried on</i>	<i>Number of cities and villages carrying on one or more types of work</i>		
	1920-21	1921-22	1922-23
Number having only one type of work.....	49	32	37
Number having two types of work.....	9	11	5
Number having three types of work.....	6	5	8
Number having four types of work.....	7	8	7
Number having five types of work.....	7	10	11
Number having six types of work.....	16	9	10
Number having seven types of work.....	.....	5	3
Number having one or more types of work.....	85	80	81
Number having no work whatever.....	28	37	40
Number cities and villages in State.....	113	117	121

Adult Immigrant Education

Recent federal and state legislation. Recent legislation on immigration and naturalization has affected to a considerable extent the field of immigrant education. The 3 per cent quota law, the Cable Act, securing to women independent citizenship status, and the literacy requirement for new voters in New York State have stimulated and stabilized the work of the schools in this field.

The 3 per cent quota. The year ending July 1, 1923 gives a fair view of the operation of the 3 per cent quota or restriction law which became effective in May 1921 and which, with modifications tending to eliminate its distressing features, will undoubtedly remain for some years to come, with the probable corollary of selection of desirable immigrants abroad. Under this law the United States will receive 357,803 aliens each year. During the year ending June 30, 1923, 335,480 aliens were admitted, leaving a balance of 22,074 unfilled. The largest quota came from the United Kingdom (England, Ireland, Scotland, Wales) while Germany, Italy, Poland and Sweden in the order named followed with the larger number of immigrants.

Of the total number, 130,142 named New York as their destination, of which 32,228 departed from the State, leaving approximately a net gain of 100,000 aliens. From 20 to 30 per cent of all the immigrants arriving for a number of years past have remained in New York State. These, with the aliens already here, constitute our problem of immigrant education in New York State and furnish our greatest number of pupils for the evening schools.

Independent citizenship for women. The Cable Act, passed in September 1922, secured for women independent citizenship. This imposed an additional obligation upon citizenship training organizations, particularly the schools, in that part of the program known as home, mothers' and neighborhood classes.

It has long been considered vital that some classes be maintained in places other than schools and in addition to evening school classes, though the latter will always be the major factor in solving the problem. The woman suffrage amendment, and the Cable Act have made this need more evident.

Too often the foreign-born mother was overlooked in the scheme of things educational. The reasons for home classes for foreign-born mothers, together with the results which come from them, were stated in the annual report of July 1921 and may well be stated again here:

1 The home classes prepare mothers to read, sign and understand the school reports of their children.

2 They help mothers to follow their children's progress with intelligence and sympathy.

3 They help mothers to understand and appreciate the value of prolonging the years of school attendance.

4 They guide mothers to first-hand knowledge regarding better care of children's health.

5 They help mothers to be independent in shopping, in taking trips and going away from their colonies so that they may read posters, signs, street and street car names, simple notices and circulars. They help the more literate ones to read books or newspapers for their own pleasure and profit. In all these ways the mother keeps abreast of her children.

6 They encourage mothers to go to school to see its work, meet the teachers and attend parents' meetings.

7 They discover the foreign leaders who can cooperate to help with the advancement of their own people and all school and neighborhood interests.

Certificates of literacy for new voters. The election law of 1922, passed to carry out the provisions of the 1921 amendment to the State Constitution requiring that all new voters, in addition to other qualifications for voting, must be able to read and write English, became operative this year. This law permitted the Commissioner of Education, under the rules and regulations adopted by the Regents, to formulate a test and to administer it through the schools of the State; an alternative test was authorized by this law to be given by the election inspectors at the time of registration of new voters in communities where personal registration is required and on election day in communities where personal registration is not required.

There were certain very obvious drawbacks to this dual system of literacy testing. The tests adopted by both agencies authorized to give them were quite unequal in merit. The New York State Regents Literacy Test was a combined reading and writing test in which intelligence or understanding was the required standard. On the other hand, the election inspectors' test required merely reading intelligibly and writing in the sense of copying; there was no guarantee that the voter who passed such a test could understand a single item of the passage read, or write at all with meaning. In the second place, while the Regents tests were all of like difficulty, this was by no means true of the test given by the elec-

tion inspectors. In the third place, the Regents tests centered about such general topics as America, Americanization, government, political institutions, international relationships, industries and occupations, while the election inspectors' tests consisted of abstracts of approximately fifty words taken from the New York State Constitution.

In the administration of the tests the methods were very dissimilar. The Commissioner of Education recommended that teachers, principals and directors of day or evening schools, persons obviously qualified by virtue of their profession to administer a test, be the examiners. In addition to this, by means of a scoring key, it was made certain that every examination paper, no matter where given in the State would be rated in the same way. On the other hand, election inspectors were the legal agents to administer the other test. They had no uniform standard for determining the minimum reading and writing ability of applicants; the personal element very largely entered, and was bound to enter, into any examination where there was no time limit, no degree of accuracy and no selection of material of uniform difficulty.

There was another reason why the 1922 law was unsatisfactory. Although the schools were permitted to give a test and issue a certificate of literacy to candidates who presented satisfactory educational credentials, nevertheless the election inspectors at the polls were not required to accept a certificate of literacy. Also a person who failed at the school might take the test given by the election inspectors. There were many instances in which applicants were allowed to register, because they passed the test given by the election inspectors in a very perfunctory manner, or worse than this, not given at all. The practical effect of this was to nullify the value of the school test. The borderland cases and the cases where the illiteracy of the applicant was obvious were allowed to register. In this way the purpose and intent of the law and amendment to the State Constitution were defeated. Evidence of the unsatisfactory carrying out of the law as indicated above is shown in the fact that throughout the State less than 2500 people presented themselves to the schools for examination. There is no way of ascertaining the number of persons required to take the examination by the election inspectors. Election inspectors were not required to keep any record or make any notation in the register book of the number of persons who took the test or of the number who failed.

On account of all these defects in the 1922 law, the Legislature of 1923 amended the election law and required that all new voters

who are unable to present evidence of having completed the equivalent of an eighth grade education or higher, must go to a school and secure a certificate of literacy which was to be issued in accordance with the rules and regulations adopted by the Regents of the University of the State of New York. The school authorities are now in consequence the sole agency for administering the literacy test law.

This new law should do much toward bringing to the attention of the people the value of evening schools for the teaching of elementary English and citizenship. Plans have been made to place special emphasis upon this new legal provision and to urge the school authorities to make special effort to advertise the law in their local communities. The law will give a greater value to the eighth grade diploma than it has had in the past. We may confidently hope that in the course of time the ignorant and illiterate voter will be eliminated.

Teacher training. The necessity for continued activity in training teachers in service and recruiting teachers for service is apparent. Higher standards are being demanded by the school authorities as the importance and technical requirements of the work are becoming known.

The regular courses in methods of teaching the foreign born, immigrant backgrounds and American political institutions and government have been continued in normal schools and colleges throughout the year. These courses have been given in Buffalo, Rochester, Syracuse, Oswego, Plattsburg, Albany, New York City, White Plains and Mount Vernon. The total enrolment in these courses has reached 400.

Factory classes 1922-23. The term factory classes is used in this report to describe groups of non-English speaking or illiterate men and women in shops and factories who meet in their places of employment—or less often in a more convenient place outside—to learn to speak English and to acquaint themselves with the customs and Government of this country. The aim of the instruction is to give these handicapped workers a simple and practical vocabulary to meet their most pressing needs at work, at home and in the community, and to help them adjust themselves to their new environment.

Thus far, night schools alone have not been able to meet the varied needs of all sorts and conditions of men and women living and employed under widely differing circumstances, such as hours

of work, changing shifts, long distances and home duties, all of which are obstacles to night school attendance. Not until the schools and factories work more closely together will the great task of educating illiterate and non-English speaking men and women be adequately performed.

The promotion of this kind of class is a recognized and essential part of the New York State program of immigrant education. In 1920 this work met with a decided setback owing to widespread industrial depression. At no time, however, regardless of industrial conditions, have school people generally taken hold of this part of the work with the same interest as they have shown in the more familiar night school classes or even in women's classes meeting outside school houses, in community buildings and homes. The explanation of this, in part at least, is the reciprocal lack of understanding and cooperation between average industrial heads and school people.

Massachusetts is the one state where factory classes have been generally and conspicuously successful. They have gained this enviable record by the intelligent cooperation of the associated industries and the state department of education.

In New York State Rochester is the city that is doing the most with industrial classes, having during the year 1922-23, 283 men and 90 women under instruction in English and civics. It is safe to assume that the majority of these would not have had even this limited schooling had it not been provided in their places of work.

New York City has a good record when the almost insuperable obstacles to such classes are recalled—limited space, great distances between homes and factories and the large number of foreign-speaking factory managers and executives, who naturally do not feel the need of English for their employees. During the year 1922-23 in New York City there were sixty-one industrial classes with a registration of 1403.

Buffalo reported four factory and two hotel classes.

In Syracuse and Solvay during 1919-20 a record was made in factory class attendance, owing to the active cooperation of an industrial committee, the Americanization League, and the hard work of Miss Falvey, factory class organizer, paid by the State. In this past year no classes are reported. In Utica there were two factory classes with a registration of twenty-four women.

In Watervliet two factory classes are reported with a registration of fifty-five men.

In Cortland there was one class of women, with a registration of 14.

In Perry one factory class with a registration of fourteen was reported.

The total registration for the State was 1873, not including Buffalo in whose report no figures are given for six classes.

Home classes and mothers' classes. A large committee of public spirited women in New York City has been formed to support the home class work pending the time when the board of education may be able to provide adequate funds for this important service. The committee has been able to secure funds for this work from private sources.

The following tables show the character and extent of the work accomplished under the direction of the committee on the education of non-English speaking women in New York City.

TABLE 31
Nationality summary of pupils, 1922-23

Nationality		Per-centage	Total registration
Italian.....	15	65.8+	1 149
Jewish.....	14	13.3	233
Polish.....	13	2.6	47
Greek.....	7	2.4	43
Spanish.....	6	2.3	42
Hungarian.....	5	2.3	42
Russian (Slavic).....	5	2.2	40
Armenian.....	5	2.1	37
Finnish.....	5	1.2	22
*All others.....	4	5.0	88
Total.....		100	or 1 743
*French.....	15	Serbian.....	3
Ukranian.....	14	Belgian.....	2
Bohemian.....	13	Cuban.....	2
German.....	7	Portuguese.....	2
Austrian.....	6	Roumanian.....	2
Porto Rican.....	6	Japanese.....	1
Czecho Slovak.....	5	Swedish.....	1
Norwegian.....	5		
Lithuanian.....	4		88

Borough distribution of classes, 1922-23

<i>Kind</i>	<i>Number Manhattan</i>	<i>Percentage</i>
Homes.....	30	45.4 in homes
Neighborhood houses.....	13	
Health centers.....	10	
Libraries.....	5	
Schools.....	3	
Children's aid schools.....	3	
Day nurseries.....	1	
Backyard playground.....	1	54.6 outside of homes
Total.....	66	100.0

Brooklyn

Homes.....	25	66.66 in homes
Neighborhood houses.....	6	
Libraries.....	3	
Day nurseries.....	1	
School.....		
Abandoned saloon now kindergarten.....	1	33.34 outside of homes
Total.....	37	100.0

Bronx

Homes.....	28	87.5 in homes
Health centers.....	2	
Schools.....	1	
A. I. C. P. (Victoria Apt's).....	1	12.5 outside of homes
Total.....	32	100.0

Richmond

Homes.....	3	25.0 in homes
Health center.....	1	
Library.....	1	
Neighborhood houses.....	6	
Store.....	1	75.0 outside of homes
Total.....	12	100.0
Grand total, classes.....	147	

Summary

1 Total number of pupils registered to date.....	1 743
2 Total number of visits made to homes.....	10 925
NOTE: Several hundred of these visits represent individual instruction given during recruiting of classes to new pupils and deserving absentees.	
3 Total number of visits made to organizations.....	738
4 Total number of children belonging to women in classes	5 022
5 Total number of classes now in progress.....	147
6 Total number of hours of service, 10 months.....	47 066

7 Total number of teachers	
Full-time specialists	12
Teach 137 classes	
Part-time specialists	9
1 on 2/3 time teaches nine classes	
8 teach one class each	

Federal council on citizenship training. For the first time in the history of education in the United States an attempt has been made to correlate the work of training for citizenship in the twelve federal departments and bureaus offering any training or service in this line. The council, of which the United States Commissioner of Education, John J. Tigert, is chairman, has made an exhaustive research into educational facilities offered by its various bureaus and departments and has issued two bulletins, one on scope and plans, and another on the community score card, the latter of which may be utilized under proper direction to stimulate local communities in strengthening and extending its training in citizenship. While little has been accomplished other than the issuance of these pamphlets and the holding of a conference of organizations in Washington, addressed by the late President Harding in May, the step is one of progress and promises some tangible results in the near future.

Conclusion. The year has been one of encouragement. The place of immigrant education is apparently secure in the school program. Superintendents and boards of education are less inclined to look upon it as a temporary movement and more inclined to place it under the permanent direction of well-trained and experienced teachers and supervisors.

In the light of experience gained in the work of immigrant education, the three following recommendations are made:

- 1 That only specially trained teachers be certified.
- 2 That increased emphasis be placed upon classes for workers in places of employment.
- 3 That continued emphasis be placed upon the compulsory attendance of illiterate minors.

Homemaking in the Evening School

Need for such courses. The need for instruction in homemaking is obvious, since the occupation of most women and girls at some time in their life is homemaking. It is estimated that from 80 to 90 per cent of all women marry and become directors of homes,

while the other 10 per cent to 20 per cent live in homes and many times contribute to their up-keep. There are more women engaged in the occupation of homemaking than in any other single occupation.

Evening school classes in homemaking for women were reimbursed by the State in 1914 and 7137 women enrolled. Since that time there has been a gradual increase to 21,616 in 1922. Considering the number of women in this State between the ages of 18 and 44, which is 2,343,865, this training is reaching only a few. More effort on the part of directors and teachers should be made toward interesting them.

Purpose of instruction in homemaking. Homemaking has been analyzed as a composite occupation which includes various lines of vocational activity. It is also a business and social enterprise, and the homemaker is largely responsible for the educational, moral and social standards of the home.

The instruction offered in the evening school is for the purpose of affording individuals opportunities for improvement and consequently advancement within a chosen occupation. In the case of homemaking the evening instruction offered should be developed to meet the immediate problems of girls and women, either from the standpoint of personal or family living. The very definite purpose of home economics education which trains for the vocation of homemaking is to provide instruction in the study of the economics, sanitary and esthetic aspects of food, clothing and shelter as connected with their selection, preparation and use by the family in the home or by other groups of people. Therefore, to prepare women and girls for such a vocation which includes the varied range of activities with their economic, social, moral and educational aspects training is necessary which will not only give general and technical knowledge in this field, but a scientific background of applied facts. The purpose of homemaking education in the evening schools is to present this scientific background that women may be assisted in solving the problems of the home and that they may have sufficient practice to perform skilfully the various lines of vocational activity.

Homemaking education in the evening school may meet the needs of three groups of women and girls:

- 1 Those engaged in the vocation of homemaking as directors of homes, or assistants.

- 2 Those who plan to become homemakers at an early date; they may be the employed or unemployed women.

3 Those who desire courses to assist them in their professional life with such problems as food, clothing, housing, health etc.

With the first group courses in the evening school in homemaking are given to help the homemaker solve her present problems; with the second group courses are arranged to train girls and women as future homemakers; while with the third group courses are planned to meet the personal needs of unmarried and younger girls and women.

Plan and organization of the work in the State. It has been the plan in New York State to organize the homemaking work in the evening school for the school year on the term basis each with 24 to 48 lessons per term. This is gradually being supplanted by the short unit course, which includes eight to sixteen lessons to a unit. The short unit course has permitted more constructive planning on the part of the teacher and aroused greater interest on the part of the pupil. It encourages regular attendance and gives the student the opportunity of attending a short or long period of time. The following arrangement of the short unit courses is being tried out in several communities. A certificate is granted on the completion of each unit, and the State will grant a diploma at the conclusion of the course.

Course 1, as developed to meet the personal and avocational needs of business and professional women

One year

Food or supper, 2 units, 12 lessons each
Clothing and millinery, 2 units, 12 lessons each

One year

Personal hygiene, 1 unit, 12 lessons
Home nursing, 1 unit, 8 lessons
Budgeting the income, 1 unit, 12 lessons
Recreation, efficiency of time, 1 unit, 8 lessons
Related design to clothing and home, 1 unit, 12 lessons

Course 2, as developed to meet the needs of the homemaker and prospective homemaker

One year

Food selection, preparation, cost, 1 unit, 12 lessons
Nutrition and child feeding, 1 unit, 12 lessons
Clothing, selection, care, cost and construction, 1 unit, 12 lessons
Advanced clothing (dressmaking, children's clothing, millinery, design), 1 unit, 12 lessons each

One year

Health of the family, 1 unit, 12 lessons
Sanitation of the home, 1 unit, 12 lessons
Home nursing, 1 unit, 12 lessons
Training and care of children, 1 unit, 12 lessons

One year

House planning, 1 unit, 12 lessons
 House decoration, 1 unit, 12 lessons
 Home management, 1 unit, 12 lessons
 Home life and hospitality, 1 unit, 12 lessons

Rochester set up a one-year course at two centers and eleven women finished at one center and fourteen at another. A certificate was granted at completion of each unit. The following shows their course. It is to extend over a period of 3 years with the granting of a state diploma.

One-year course in homemaking

- Unit 1 Art principles applied to dress and to the house, 8 lessons
- Unit 2 Study of textiles, including good design and color and testing for adulterations, 8 lessons
- Unit 3 Demonstration food unit, including a study of food values, balanced meals, table setting, entertaining friends and recreation, 8 lessons
- Unit 4 Hygiene and home nursing, including preparation for motherhood and infant care, 8 lessons
- Unit 5 Home management, budgeting the income, psychology as related to the home and the bringing up of children, 8 lessons
- Unit 6 Laundering, dry cleaning, dyeing arts and crafts related to the home, including the making of window boxes and other homemade furniture, re-upholstering of furniture, mending and caning chairs, renovating floors, etc., 8 lessons

A certificate is given for the satisfactory completion of each unit. These certificates will count toward a state diploma.

Need and qualifications of teachers. There were approximately 600 teachers of homemaking in the evening schools of the State for the year ending July 1923. Of this number 239 had some training either in technical courses in home economics or special methods courses. Thirty-five women in Rochester completed a 240-hour course preparing them for evening school teaching. The course given was as follows:

Clothing selection and design.....	60 hours
Vocational education and home eco-	
nomics education	60 hours
Methods of teaching.....	60 hours
Practice teaching.....	60 hours

The women in this group were trade dressmakers and milliners and homemakers. In Schenectady a 120-hour course in clothing design and methods of teaching was given and fifteen women completed the work. This class was composed of the present evening school teachers and homemakers. A short course of 30 hours in methods of teaching homemaking in the evening schools was given

at Rochester and Buffalo. Members of this class were homemakers with normal school or college training in home economics. Sixteen completed the course at Rochester and seven at Buffalo. These women will teach the short unit courses in evening schools. A course in the problems of the evening schools was offered at the Buffalo State Normal School summer session, and twenty-five teachers from Buffalo and Rochester attended.

It is frequently difficult to secure adequate and well-qualified teachers for the evening school, since salaries available are not sufficient to maintain instructors without other remunerative work. Most of the instructors are day home economics teachers or trade dressmakers or milliners. The homemaker with home economics training has recently been tried as a teacher in several communities. She has proven herself peculiarly well fitted to teach the short unit courses in homemaking, since she knows the problems of the homemaker.

Results and accomplishments in the field. There were thirty-six communities conducting homemaking classes in evening schools. Two new cities, Hudson and Lackawanna, offered work for the first time. Besides the above number offering homemaking work, eighty communities conducted evening school with classes in English for foreigners. A number of these cities will organize homemaking another year.

There were approximately 800 classes. Of this number 150 were in foods including meal planning and preparation, nutrition and child feeding, and supper classes for working girls; 421 were in clothing including elementary and advanced dressmaking, care and remodeling of clothing; 200 in millinery; sixteen in home nursing; five in home furnishing and eight in general homemaking including a study of home problems. The subject matter taught in all these courses has improved during the year. A number of teachers used illustrative material and gave short talks before the classes.

The number of married and unmarried women attending evening school is approximately the same. In Solvay seventy-one women attended; thirty-seven were married and thirty-four were unmarried. Three cities, Buffalo, Troy and Syracuse, organized afternoon classes for mothers. There has been an interest in developing homemaking work for foreign-born women. Auburn employed a trained woman for 2 years and homemaking was correlated with the teaching of English. Albany, Buffalo, Binghamton, Dunkirk and Schenectady have also done good work along this line.

Sectional conferences were held in three places in the State and well attended by supervisors and teachers.

The homemaking work as a whole has improved during the past year, first by enlarging the scope of work presented, second in improved methods of teaching, and third more interest on the part of the teachers for training in order that they may meet the need of the women enrolled.

Evening Trade Extension Classes

Under the terms of the Education Law an evening trade extension class is one in which instruction is given in industrial subjects to pupils over 16 years of age, who are regularly employed in the daytime, and which provides instruction relating to the practical work carried on in such employment.

In order to meet the approval of the Commissioner of Education and to secure the special state vocational aid for such classes, it is necessary for the local communities to select properly qualified trade teachers and to prepare the necessary instructional material to meet the occupational requirements of a special group of pupils.

There has been a healthy increase in the enrolment in evening trade extension classes for the past 3 years. This is largely due to the fact that the evening school is the only agency in many localities where wage earners engaged in industrial occupations can obtain instruction in the technical aspects of their jobs, such as the drawing, mathematics and science, needed to make them proficient in their work. Formerly much of this information could be obtained on the job from other mechanics, but with the increased specialization in industry and the rapid changes that are taking place in the design and operation of all kinds of mechanical devices, it is becoming more necessary each year for public education to assist in special ways those who are willing and have the capacity to learn.

Despite the fact that nearly 31,000 men and women were enrolled in evening trade extension classes last year, many schools having shops, drawing rooms and laboratories with up-to-date equipment were empty during the evening, particularly in the smaller cities.

With the existing state aid there is no reason why in nearly all cities and villages groups of workers from the various occupations should not be able to receive instruction in any branch of their work, provided a suitable teacher can be found and the giving of such instruction is feasible.

Evening apprentice classes. The apprentice commission of the New York Building Trades Congress has done splendid work in placing before the people of New York City the shortage of skilled workers in the building trades and the need for cooperation between the public schools, employers and labor group in preparing efficient apprentice-training plans.

When the apprenticeship commission began its work in New York City during the spring of 1922, only the sheet metal workers' and the lithographers' apprentices were in regular attendance upon evening classes in accordance with their apprenticeship agreements. During the past year apprenticeship standards and agreements have been adopted in the carpentry, painting and decorating, electrical and plumbing trades. Agreements in five additional trades are about to be consummated.

Since the announcement of the apprentice commission that a thorough training would be guaranteed, hundreds of boys have applied for registration as apprentices and for admission to the evening classes. None are accepted who are not eighth grade graduates. If applications continue to come in at the present rate, there will be more than 5000 boys enrolled in the various apprentice training courses under way during the coming year. Each year from fifteen to twenty men from industry graduate from the evening teacher-training course in New York City. This is a two-year course of 120 nights and is designed to prepare high grade tradesmen to teach in the day and evening industrial schools. These practical men trained to teach their respective trades are available as teachers for the evening apprentice classes.

The details of the State's program for the training of industrial teachers will be found in another section of this report.

Evening apprentice classes in other cities. The board of education of the city of Niagara Falls, acting through its advisory board on public school and industrial relation, has taken the initiative in bringing together labor and employer groups for the purpose of encouraging apprentice training particularly in the building trades.

Apprenticeship committees have been formed for each of the following trades: carpentry, bricklaying and stone masonry, sheet metal working, printing and decorating, plumbing, plastering, electrical work and planing mill work.

Each apprenticeship committee consists of a representative of labor, a representative of the employers, and the director of vocational education of the city of Niagara Falls.

A separate apprentice agreement has been prepared for each trade. Below are given some of the essential features of each agreement.

- 1 Recruiting and enrolment of apprentices
- 2 Term of apprenticeship
- 3 Wages of apprentice at work and in school
- 4 Determination of time for school attendance
- 5 Enforcement of school attendance
- 6 Preparation of a course of study
- 7 Supervision of apprentices

The apprentices are required to attend evening classes from one to three evenings a week during the regular evening school year. In some of the seasonal trades classes may meet in the daytime during the slack period. Increase in wage and advancement of the apprentice depend upon satisfactory performance on the job in the daytime and satisfactory attendance and attainment upon the evening classes.

A bulletin on apprentice training in Niagara Falls has been printed. This should be of material assistance to other cities of the State which are interested in carrying on similar programs.

The experiences in New York City and Niagara Falls have clearly shown that efficient apprentice training can not succeed without the aid of the public schools through evening classes. The board of education has no other interest than in doing a good job. It can offer the services of a trained corps of teachers and with the assistance of the State pay for the cost of instruction. It has plenty of classrooms and laboratories at its disposal in the evenings, where apprentices may receive instruction in the technical aspects of their trades. If the employer and labor groups provide the opportunity for obtaining the all-around practical experience on the job, the young apprentice with the knowledge obtained in school should become a well-trained mechanic.

Evening trade extension classes for women. Table 21 shows that 9357 women were enrolled in evening industrial classes, an increase of 1172 over the enrolment of the previous year. This increase is largely due to the splendid work of the Manhattan Trade School for Women in New York City.

This school offers instruction in sixteen distinct trade courses. The courses are divided into short units of 10 nights each. Upon completion of from one and one-half to five units, depending upon the trade, a certificate is granted. The completion of ten units or 100 nights is required for a diploma.

Below are given the trade courses offered by the Manhattan Evening Trade School last year, with a registration of 2755 students.

Trade Extension Courses for Women

Trade dressmaking (elementary)
Trade dressmaking (advanced)
Trade millinery
Machine operating for waists and dresses
Machine operating for hemstitching, bonnaz, Singer embroidery etc.
Machine operating for glovemaking
Machine operating for straw hat making
Drafting (for dressmakers)
Waist and skirt draping (costume designing)
Lamp shade making
Novelty glue work (cretonne boxes etc.)
Artificial flower making
Trade design (for costume sketching, embroidery etc.)
Manicuring and shampooing
Cooking and lunch room work
Textiles

It requires five units of work or 50 nights to complete most of the courses, such as dressmaking, millinery and the operation of the various textile machines. The courses in lamp shade making, novelty glue work and artificial flower work and several others can be completed in 30 nights.

In addition certain prerequisites are required of those who wish to enter the more advanced classes. Admission to the trade millinery class is limited to those who understand plain sewing. Only women experienced in the operation of electric power sewing machines are admitted to classes for straw hat machine operating.

The general equipment and machinery used in this school is up-to-date and the instructors are highly regarded in the trades they represent. It can thus be early understood why instruction of this type is in great demand among present and prospective wage-earning girls. Owing to the training opportunities which schools of this type offer, it is possible for a girl over 16 years of age to become sufficiently skilled in any one of a wide variety of trades in from 30 to 100 evenings to enter upon remunerative employment advantageously.

Part-time or Continuation Schools

The New York State program of compulsory part-time or continuation schools organized under the terms of section 601 of the Education Law has now been in operation for 3 years. New York is one of twenty-three states that have such a plan for the education

of employed minors. The eyes of the country are fastened on the Empire State because she contains the greatest number of wage-earning boys and girls under 18 years of age and because the problem must be worked out here under the widest variety of conditions. There is scarcely a condition to be found in any other state not duplicated, not presented by the communities and industries of New York, and many are found here not encountered elsewhere.

After 3 years of experience in the administering of the part-time law under such varied conditions, there begin to emerge definite principles together with the resultant standards of practice required by the New York conditions and problems. In the belief that knowledge of these will be of value to those striving to carry out successful part-time programs, an attempt is made to state them in this report.

Briefly, the New York State compulsory part-time school law requires that all minors between the ages of 14 and 18, not high school graduates and not in attendance upon the regular full-time schools, if resident or employed in cities or districts having a population of 5000 or more inhabitants, shall attend day part-time or continuation schools for not less than 4 hours each week during the regular school year, except that such minors without regular employment shall attend for 20 hours each week.

This legislation supported by many social agencies and interests was passed by the Legislature of New York for the same underlying reasons that brought its hearty adoption in the other states. What are these reasons?

The safety and progress of the democratic state require an intelligent and efficient citizenship to meet the rising demands of opportunity for all. The wage-earning youth, leaving full-time school to go to work prematurely, is deprived of this opportunity. It therefore becomes the duty of the state to follow him, so that he may have a chance to learn as well as earn. This is only simple justice.

At large expense to the State the full-time school gave the wage-earning youth, before he took up wage earning, certain social values. The only sure way to fix these so that they will become permanent is to maintain contact with him through his adolescent years as a wage worker.

Growth in enrolment. The year ending July 31, 1923 showed a very considerable increase in the number of children in attend-

ance upon part-time or continuation schools in comparison with the first and second years of operation of such schools.

In nearly all cities and districts outside of New York City the attendance of minors 14, 15 and 16 years of age was required upon part-time schools. In New York City all 14 and 15-year-old minors were required to attend and 16-year-old minors who are not grammar school graduates. By Regents regulations local boards of education are not required to compel the attendance of 17-year-old minors until after September 1, 1925.

Instruction adjusted to meet individual needs. "The large problem of the part-time school is to adjust instruction to meet individual needs with particular regard to the health, present and future vocations and present and future political duties of the young people who are brought into the organization."

The New York State plan for the solution of the problem of meeting individual needs is organized around occupational courses—industrial, commercial and homemaking. The plan involves three steps in respect to every child. First, the initial study of the child for the purpose of determining his special interests, powers, needs and capacities. Second, the instruction of the child in some type of occupational class or course—try-out, guidance, occupational preparation or occupational extension. Third, the follow-up and placement work involving visits to the home and place of employment and resulting in the improved social and vocational adjustment of the child.

All schools had during the past year some form of entry or vestibule classwork. The work of the teacher with the new pupil in the entry or vestibule class stage involves (1) the discovery of his interests, (2) the evaluation of his past school record with a view to helping him to best realize on his previous training, (3) the measuring of his physical equipment to see how it may be improved, (4) the determination of the part that his home, social environment and working conditions play in his life and how they affect his future prospects, and (5) the placement of the child in the course or class best suited to his needs.

A wide range of occupational courses were open to children in the public part-time schools. Such industrial, commercial and homemaking courses as were given during the year 1921-22 were offered again this year.

Part-time schools in manufacturing or mercantile establishments and in factories. The year was marked by the establish-

ment of a number of private part-time schools in manufacturing establishments.

The Legislature in passing the part-time school law contemplated the organization of part-time classes by employing concerns for the benefit of their young employees, since the law contains the following:

Courses of study in private or parochial part-time or continuation schools or classes which meet the requirements of the statutes and the regulations prescribed thereunder may be approved by the Commissioner of Education and, when thus approved, attendance thereon shall be accepted for that required under this article.

Such schools or classes may be established in public school buildings, in other buildings especially adapted for their operation, in manufacturing or mercantile establishments and in factories.

Regulations of the Regents and other information pertaining to private part-time classes established in manufacturing or mercantile establishments and in factories are given in Bulletin 790 of the University.

Industrial courses. Industrial courses were offered during the past year in nearly every part-time school in the State. Such courses were either vocational guidance, trade testing or finding courses, trade preparatory courses or trade extension courses. They were offered in a great variety of occupational fields such as: leather glove making, bricklaying, carpentry, cabinet making, bell wiring, light wiring, machine shop practice, sheet metal work, printing—hand composition, automobile repair and machine design or drafting.

The customary distribution of time devoted to the various subjects included as a part of an industrial course was:

	<i>Four-hour program Minutes</i>
American history, industrial history, civics and economics.....	30
English	30
Arithmetic or applied mathematics.....	30
Hygiene and physical training.....	30
Industrial subjects as shopwork, drawing, laws relating to industries	120

Homemaking courses. Homemaking was offered as a separate course of instruction for girls in part-time schools in ninety-three communities of the State. One hundred thirty-seven teachers were employed for this work. For the benefit of girls, in addition to the homemaking, sixty communities offered commercial courses, seven trade dressmaking, two trade millinery and one trade glove-making.

The courses in homemaking were planned to meet the needs of girls. In a majority of the communities two of the following courses were offered, while in several communities, the girls elected the work for 3 years.

First Year Course

Group. Composed of 14-year-old girls or young girls in general; or girls electing commercial or industrial courses.

Aim. To meet the girl's individual need; a personal improvement course to make her a better and more efficient worker.

Second Year Course

Group. Composed of 15-year-old girls or older girls in general; or girls assisting in their own homes, or working in homes other than their own.

Aim. To meet the needs of the girl as a member of the family group; a course dealing with her family needs in relation to herself as a member of the family group.

Third Year Course

Group. Composed of 16 to 17-year-old girls or older girls in general; or younger girls expecting to be married.

Aim. To meet the needs of the girl as a future homemaker; a course developed in short intensive units. One year is not a prerequisite to another.

Homemaking instruction has been given as part of the commercial and glovemaking courses in Cohoes and Gloversville. The time was divided so that 1 hour was devoted to homemaking, 2 hours to vocational and 2 hours to related subjects.

Schenectady required every girl to take 18 weeks of homemaking; after that they were permitted to elect any course. The East Side Continuation School, New York City, required every girl to take a full school year of homemaking. Elmira gave some interesting work in social and personal hygiene to all girls enrolled. The work was given by a school nurse and 30 minutes each week was used.

The reading of good books and literature has been stressed and correlated with the teaching of proper standards of home life. Vocational guidance and placement work was done by the homemaking teachers and effective results secured by their follow-up work to the home and place of employment.

Methods of instruction in relation to housing and equipment. Since the part-time girl is living and working under a different environment than that of the regular pupil in school, the approach and methods of instruction were naturally different. The teachers

who have studied the home life, recreation and working conditions of the community with a tactful and sympathetic attitude have developed methods that bring immediate results. Each lesson becomes a complete unit and is organized around the girl's need. The house or homemaking rooms are best adapted to this kind of teaching. Eight communities have a house simply furnished, while fifteen others have homemaking rooms. Binghamton equipped a house for the girls' school and two teachers lived there, providing opportunity for the girls to receive instruction in care of house.

The needs and qualifications of the teacher. The success of the girls' work in part-time school depends largely on the teachers. Only a tactful and sympathetic teacher can reach this girl. Summer and extension courses have been offered to part-time teachers and more than one-half of our present teachers in homemaking have completed such work. These courses have helped this teacher analyze her material for presenting lessons and given her the theory and philosophy of the school.

Commercial courses. Commercial courses were offered in more than three-fourths of the part-time schools of the State for guidance, training or occupational extension purposes. The branches of commercial work taught included:

Elementary vocational business practice, typewriting, calculating machine operating, shorthand, filing, banking, retail selling and bookkeeping.

Two type programs which were quite generally followed throughout the State were:

<i>(For preparatory groups)</i>		<i>Four-hour program</i>
American history, industrial history, civics and economics.....		30
Elementary vocational business practice.....		50
Commercial arithmetic		30
Business English		40
Commercial geography		30
Hygiene and physical training.....		30
Business writing		30
<i>(For extension groups)</i>		
American history, industrial history, civics and economics.....		30
Commercial arithmetic		30
Business writing		30
Business English		40
Hygiene and physical training.....		30
Bookkeeping		
and		
Typewriting or filing.....		80
or		
Shorthand		
and		
Typewriting		80
or		
Retail selling courses.....		80

The advisory board. Thus far the advisory board required by section 603 of the Education Law has not in many communities played any large part in the development of the part-time program. This board, which must consist of five members representing the local trades, industries and occupations, is empowered to counsel with and advise the board of education relative to the power and duties vested in the board of education by the vocational education law. It is essential to the successful operation of part-time schools that employers and skilled workers take a keen interest in the work. Local boards of education are commonly so completely engaged with matters of general school policy or administration that they can not give the necessary measure of interest and attention to vocational schools which as yet are in the first stages of development and consequently must have constant counsel and assistance.

Services which an advisory board can perform include:

- 1 Help in the direction of educating the community as to the place, importance and function of the part-time school.
- 2 Study of the work of the part-time school followed by reports to the board of education as to the value of the work being done and suggestions as to its improvement.
- 3 Help in the development of diversified courses of instruction.
- 4 Advisement relative to the purchase of equipment, and erection of buildings needed for part-time work.

The part-time school as a civic and social agency. The part-time school in the final analysis is an institution for the civic and social betterment of the group which leaves full-time school at an early age to go to work. It is concerned with vocational training because the civic and social standards of the working group are to a large degree determined by earning power. The idea back of the whole program is to help young people to help themselves. Vocational training connotes not only training for a job or occupation *per se* but health education, general education, training for social responsibility and civic responsibility.

Agricultural Education

Summary of accomplishments. 1 In eighty-one high school departments of agriculture 1531 pupils were enrolled. In these departments 193 boys and young men received instruction in short winter terms during the winter months and 1369 boys were enrolled for instruction in elementary agriculture. At the six state schools

of agriculture the following enrolment is reported; regular agriculture courses 362, short winter courses 44, disabled soldiers 67, high school agricultural pupils 53, rural teacher-training courses 83, regular homemaking courses 87. This total enrolment in all departments and schools represents an increase of 12 per cent over the previous year.

2 In July 1923 the departments of agriculture at Belfast and Freeville were temporarily discontinued on account of an insufficient number of pupils. At the annual school meetings in May and August departments of agriculture were established in the following high schools: Boonville, Cassadaga, Holley, Skaneateles, Marion and Watkins.

3 At all schools and departments directors and teachers have sought to extend the services of the schools to larger number of students and in a wider variety of courses. At the state schools of agriculture six units of instruction in home study courses have been prepared ready for distribution in September 1923. A farm camp or "try out" course for city boys was conducted at the State School of Agriculture at Cobleskill during July with an enrolment of seventeen boys. The satisfactory results accruing from this camp have led to definite plans for similar camps at all the state schools of agriculture during the summer of 1923. Special efforts put forth in securing of increased enrolments in the short course term winter courses brought a total enrolment of 337 boys and young men.

4 Special emphasis has been laid by all teachers and directors in the conduct of definite community activities. Following is a summary of these activities:

TABLE 32

<i>Type of activity</i>	<i>High school</i>	<i>State school</i>
Visits made to pupils at work on farms.....	7 302	667
Visits made to junior project workers.....	3 120	1 405
Visits made to rural schools.....	518	344
Visits made to short course pupils.....	294	26
Visits made to farmers for individual service.....	2 354	819
Number of farmers meetings held.....	200	120
Number of farmers meetings held at the school.....	126	98
Talks given on civic or educational work.....	149	91
Group meetings of rural school pupils held.....	48	22
Newspaper articles prepared and used.....	648	462
Requests for aid received from farmers.....	2 354	1 535
Number of letters written to farmers.....	.....	5 803

Supervised practical work. Vocational training that does not provide for participation by pupils in the vocational studies can not be regarded as adequate. Such education would be like "teaching one to swim on a piano stool." At the schools of vocational agriculture boys participate actively in the farming vocation for which they are receiving preparation. Each pupil before completing a unit of instruction must give evidence that he knows both how and why farm operations are performed. To know the principle of levers and to harness a three-horse team so that the lead is evenly distributed represent two accomplishments. Likewise the knowledge of different parts and adjustments of a plow may be useful information, but from the standpoint of vocational training it is worthless to the pupil unless he is able to operate a plow efficiently and to make the necessary adjustments as circumstances demand.

Doctor Thorndike has expressed the key to efficient vocational instruction when he states: "Put together those things which go together." Under this dictum the principle of heredity can be taught best in connection with the improvement of animals and crops, the principle of ignition in connection with the Ford car or stationary engine or the principle of ventilation in connection with the installation of King system in the dairy barn. The farmer is jointly a laborer, a scientist and a manager. He must be able to perform the farm operations skilfully, understand the underlying scientific principles of sound practice and be able to conduct the entire farm in accordance with the principles of good business. In the season-round conduct of his business he is encountering certain "jobs" or "operations" to be performed. These jobs furnish an excellent basis for utilizing Doctor Thorndike's dictum. For example, in connection with the skill that is required in selecting and mixing a good ration for dairy cows, a pupil must understand the principles of selecting ingredients and balancing the ration.

Vocational pupils are taught the knowledge and skill necessary to perform the multiplicity of farm jobs by means of school study and supervised farm work. Pupils are taught the manipulative skills of various jobs by performing them under the supervision of the teacher of agriculture and parents or farmers by whom they may be employed. This practical instruction is given in three ways: (1) by conducting a farm enterprise such as poultry, potatoes or dairy cattle as a business undertaking, (2) by showing proficiency in a selected list of farm skills, and (3) by employment for 6 months on a selected farm.

The farm enterprise conducted by the pupil on a business basis is termed a "home project." The pupil selects his own animals or

crops as his undertaking and prepares a plan of management of his project. Throughout the year he is "boss" of the undertaking and as far as conditions will permit, he conducts the enterprise as though he were an adult farmer. Through the project pupils are taught to operate a small farm business, thus approximating the actual conditions which they will later meet in a farming vocation. Following is a summary of the home projects completed by pupils in high school departments of agriculture during the fiscal year:

TABLE 33
Summary of home projects

Character of project	Number pupils enrolled	Number completed projects	Scope of projects	Pupils' project income
Poultry.....	589	361	23 150 mature birds.....	\$38 087
Potatoes.....	266	205	215 acres.....	8 106
Corn.....	147	106	168½ acres.....	5 552
Small grains.....	17	15	69 acres.....	792
Garden and truck.....	93	66	41½ acres.....	4 195
Beans.....	31	23	49½ acres.....	2 294
Cabbage.....	25	18	19½ acres.....	461
Orchard.....	44	30	69½ acres.....	1 968
Small fruit.....	33	19	8½ acres.....	1 215
Dairy.....	122	103	775 cows.....	37 754
Calf.....	84	16	16 head.....	495
Swine.....	111	59	78 sows.....	3 313
Sheep.....	9	3	71 head.....	644
Bee.....	8	5	33 swarm.....	196
Colt.....	1	1	2 mares.....	52
Alfalfa.....	2	1	2 acres.....	178
Total.....	1 582	1 031	.....	\$105 304
Duplications.....	51	158	.....	.....
Number different individuals.....	1 531	873	.....	.....

As evidenced by the total project incomes of \$105,304, the home projects are a source of no small income to the vocational pupils. The following labor and cash summaries of two enterprises will indicate the nature and scope of typical projects.

Name — Rowland W. Smith..... School — Albion High
Project — Apple..... Size — 2½ acres

	Charges	Credits
Clearing land.....	.....	\$300 ..
Draining.....	\$17 23	.....
Marking.....	8 53	.....
Hoing.....	37 50	.....
Sowing cover crop.....	70 17	.....
Sowing intertilled crop.....	39 72	.....
Turning crop under.....	24 ..	.....
Care of intertilled crop.....	33 60	.....
Spraying second.....	2 77	.....

	<i>Charges</i>	<i>Credi</i>
Spraying fourth.....		\$275 80
Spraying fifth.....		44 24
Thinning.....		16 ..
Net project income.....	\$105 52	
Totals.....	339 04	\$339 04
Name — John and Joe Fuest.....	School — Wyoming High	
Project — Bean.....	Size — 5 acres	

	<i>Charges</i>	<i>Credits</i>
Harrowing.....	\$32 ..	
Marking.....	16 50	
Weeding.....	40 ..	
Thinning.....	45 90	
Spraying.....	33 30	
Cultivating.....	48 97	
Marketing.....	10 ..	
Threshing.....	5 ..	
Forking out.....	22 50	
Products marketed beans.....		\$588 ..
Bean pods.....		15 ..
Net project income.....	\$254 17	\$603 ..
	348 83	
Totals.....	\$603 ..	\$603 ..

At the state schools of agriculture pupils are in actual attendance at the schools from October to April. During the growing season from April to October the boys and young men are employed as workmen on the farms which have been selected by the directors. Under this plan of supervised work the pupils are under the immediate personal guidance of a successful farmer during the entire growing season and in addition are visited from 3 to 7 times by a member of the school staff. While at work the boys keep a diary of the farm work which they do and make careful notes with respect to detailed conditions of crop and animal production. At the beginning of each supervised practice period the pupil and the farmer are provided with a list of "jobs" or "operations." During the season it is understood that the pupil will not only be given an opportunity to perform these operations but that he will also be given specific instruction in performing each job. At the close of the season a rating determined by the degree of proficiency which the boy has attained is placed after each job on the list. Following is a list of operations in which reasonable proficiency is required of pupils enrolled at the state schools of agriculture.

Standard List

- 1 Milking
- 2 Feeding dairy cattle, yearlings, calves
- 3 Grooming
- 4 Fitting for show, disinfecting
- 5 Caring for stables
- 6 Whitewashing
- 7 Mixing grain
- 8 Cleaning cows for milking
- 9 Driving horses
- 10 Harnessing
- 11 Feeding and caring for horses
- 12 Same for sheep and swine
- 13 Caring for one hundred or more laying hens
- 14 Caring for and feeding growing chicks
- 15 Caring for breeding pens
- 16 Selecting laying hens
- 17 Running incubators
- 18 Candling, clearing, grading and packing of eggs
- 19 Cleaning and disinfecting
- 20 Sticking and debraining
- 21 Picking, drying and scalding
- 22 Drawing
- 23 Culling fowls
- 24 Culling cockerels
- 25 Culling pullets
- 26 Plowing (walking plow, sulky plow)
- 27 Operating spreader
- 28 Spreading manure by hand
- 29 Disking
- 30 Harrowing
- 31 Running grain drill
- 32 Operating planter (corn)
- 33 Operating potato planter
- 34 Operating cabbage planter
- 35 Operating wheelbarrow seeder
- 36 Operating lime and fertilizer sower
- 37 Operating hand seeder
- 38 Operating hand corn planter
- 39 Operating hand drill
- 40 Operating hand cultivator
- 41 Hoeing
- 42 Operating single horse cultivator
- 43 Operating two-horse cultivator, single and double row cultivator
- 44 Operating weeder
- 45 Operating roller
- 46 Operating surfer
- 47 Operating plank drag
- 48 Mowing by hand
- 49 Mowing by machine
- 50 Reaping by machine
- 51 Operating grain binder
- 52 Operating ensilage cutter
- 53 Operating corn harvester
- 54 Operating side delivery rake
- 55 Operating dump rake
- 56 Operating hay loader
- 57 Operating hay fork sling
- 58 Operating potato digger
- 59 Operating potato hiller
- 60 Operating bean harvester
- 61 Operating threshing machine
- 62 Feeding threshing machine, operating bagger and stacking
- 63 Operating corn shredder

- 64 Operating corn husker combined
- 65 Operating fanning mill
- 66 Pruning fruit trees and small fruit
- 67 Planting fruit trees and plants
- 68 Spraying to control fruit and crop insects and diseases
- 69 Tilling orchards or crops
- 70 Mulching
- 71 Thinning
- 72 Digging borers
- 73 Preparing for picking fruit
- 74 Picking fruit
- 75 Grading and packing fruit
- 76 Marketing and storage of fruit
- 77 Treatment of seed potatoes
- 78 Treating seed grain
- 79 Treating small grain
- 80 Mixing spray materials and disinfectants
- 81 Weeding lettuce, onions, and garden crops
- 82 Transplanting garden crops
- 83 Hoeing and cultivating garden crops
- 84 Spraying and treatment for diseases and insects
- 85 Blanching celery and cauliflower
- 86 Harvesting and grading crops
- 87 Packing and marketing garden crops
- 88 Packing, storing and marketing roof crops
- 89 Operating stationary gas engine
- 90 Operating kerosene engine
- 91 Operating gasoline tractor
- 92 Operating kerosene tractor
- 93 Operating hydraulic ram
- 94 Operating pneumatic water system
- 95 Operating electric motor
- 96 Operating motor
- 97 Operating ditching machine
- 98 Laying tile drain
- 99 Running levels for tile drains
- 100 Staking out drains for ditching

Junior project work. A summary of the junior project work as conducted during the year in cooperation with the United States Department of Agriculture and the State College of Agriculture indicated an increased enrolment of 576 pupils, the total for 1923 being 14,165. The following tables indicate the enrolment of project workers by counties for 1923 and the number of workers completing projects in November 1923.

Enrolment of project workers by counties

1923

*Allegany, Steuben	253	Fulton	8
Broome	56	*Genesee	361
Cattaraugus	231	Herkimer	10
Cayuga	79	*Jefferson	1 066
Chautauqua	692	Lewis	173
*Chemung	1 025	*Livingston	489
*Chenango	1 063	*Madison	148
*Delaware	967	*Monroe	693
*Erie	835	Montgomery	437
Franklin	102	*Nassau	616

Niagara	11	St Lawrence	37
*Oneida	553	Saratoga	54
*Onondaga	284	*Schoharie	180
*Ontario	575	Schuyler	12
*Orange	32	Sullivan	47
*Oswego	575	*Tioga	394
*Otsego	955	*Tompkins	396
*Putnam	101	Wayne	60
*Rensselaer	219	Westchester	33
Rockland	13	*Wyoming	354

* Counties marked with an asterisk (*) indicate those where the work was organized on a county basis and leaders were employed.

TABLE 34

Junior projects completed for the school year 1921-22

<i>Project</i>	<i>Number enrolled</i>	<i>Number completing</i>	<i>Percentage completing</i>
Corn.....	223	154	69.0
Bean.....	48	23	47.9
Potato.....	1 270	936	73.7
Garden.....	2 497	1 742	69.7
Pig.....	253	189	74.7
Calf.....	646	442	68.4
Sheep.....	71	32	45.0
Rabbit.....	114	59	51.7
Poultry.....	2 981	2 087	70.0
Cow-testing.....	56	45	80.3
Foods.....	1 025	1 016	81.1
Clothing.....	4 179	2 721	65.1
Canning.....	226	115	50.9

Industrial and Technical Education

Unit Trade Schools

Extensions of trade education. Buffalo has made marked extension in its program of full-time vocational education in the trade subjects. The city has provided adequate funds for the necessary alterations of the former Buffalo Orphan Asylum and to extend the equipment to meet the demands made upon a modern vocational school. Courses in the building trades will be emphasized in the new plant. The school will be in operation in September 1923 and will be known as the McKinley Vocational School.

Funds have also been appropriated by the city of Buffalo to erect a modern vocational school in the vicinity of the present Peckham School. Plans for this have already been prepared and ground will be broken during the present school year. It is particularly gratifying to note the recognition that is finally being

accorded to the public vocational education movement. Good physical plants will enable the city to offer a better program of service under conditions that will attract and hold pupils.

Rochester opened a fourth department of vocational education in the new Madison Junior High School during the school year 1922-23. Seven trade courses are being offered in well-planned rooms and well-equipped shops. Duplicate shops have been provided in several instances for the full operation of the junior high school program and the unit trade school classes.

The Monroe Junior High School will open in September 1923 and will operate a department similar to the one in the Madison Junior High School. These new departments give Rochester five schools offering instruction in trade education.

The Berkshire Trade School at Canaan opened in September 1922 as an approved school offering instruction in the vocational subjects. Instructors, equipment and classrooms have been provided for work in printing, automobile repairing and carpentry.

Statistical data and interpretation. The statistical facts pertaining to the location of the unit trade schools, the number of schools, the number of classes and the enrolments are presented below:

TABLE 35
Statistical data pertaining to unit trade schools in New York

Location of school	Name of school	No. of trade courses offered 1922-23	Enrolments				
			1918-19	1919-20	1920-21	1921-22	1922-23
Albany.....	Vocational.....	4	101	113	107	98	98
Amsterdam.....	Vocational.....	1	.....	.....	51	67	43
Auburn.....	Vocational.....	2	.....	.....	66	78	71
Buffalo.....	Black Rock Vocational.....	4	158	118	173	187	116
	Elm Vocational.....	4	223	212	265	323	322
	Seneca Vocational.....	4	209	192	246	366	312
	Peckham Vocational.....	5	285	333	207	205	225
Canaan.....	Berkshire Trade.....	3	.....	.....	.....	.....	44
Elmira.....	Vocational.....	5	70	117	149	190	142
Freeville.....	Freeville Vocational.....	2	.....	.....	.....	18	34
Jamestown.....	Vocational.....	1	.....	.....	40	37	35
Mount Vernon.....	Industrial Arts.....	5	207	186	172	202	240
New York.....	Brooklyn Vocational.....	10	661	710	768	824	940
	Boys Vocational.....	13	1 013	1 174	1 201	1 535	1 725
	Manhattan Trade.....	10	1 495	1 450	1 736	2 075	2 055
	Murray Hill.....	9	694	675	897	1 150	1 277
Niagara Falls...	Vocational.....	2	.....	30	108	146	116
Rochester.....	Jefferson.....	7	.....	91	123	244	237
	Madison.....	5	.....	.....	.....	.....	190
	Shop.....	5	197	206	208	247	203
	Washington.....	8	260	302	311	308	331
Troy.....	Central Vocational.....	4	75	101	126	106	106
Utica.....	Vocational.....	4	.....	.....	82	48	61
Yonkers.....	Saunders Trade.....	8	293	433	361	339	377
	School 18.....	2	.....	.....	41	42	39
Total.....		127	5 941	6 613	7 798	8 895	9 348

The above table shows that fifteen cities and towns maintained approved until trade schools during the school year 1922-23. All the large cities of the State with the exception of Syracuse and Schenectady, operated classes. In the fifteen communities represented, twenty-five separate schools or departments were conducted. These schools or departments offered approved trade work in 127 courses which represented instruction in twenty-nine distinct and separate trades.

There has been a steady and consistent growth in the enrolment for the state for the five-year period ending June 30, 1923. A comparative study of enrolments in the entire country further discloses that New York has consistently maintained approximately one-third of the enrolment in unit trade schools in the United States.

Progress of new movements. Legislation to encourage and strengthen apprentice training is extremely timely for trade education. The agitation for state recognition of this important phase of industrial education, while not culminating in legislation, did develop a large volume of interest in local communities.

The city of Niagara Falls saw the need of apprentice training and immediately set about developing a cooperative plan of work between the employers and employees in the building trades and the public school people. The plan of cooperative apprentice training will start in September 1923 and will insure to the indentured learners in eight of the building trades an all-around trade experience supplemented by the essential technical aspects of each of the trades.

Discussion of apprentice training has brought about the development of plans in Buffalo, Rochester and Albany and has encouraged the apprentice commission of the New York Building Congress in New York City.

The organization of vocational clubs in the strategic centers of the state has been of professional value to individual teachers and has served to consolidate the vocational education movement. The organization should be further encouraged and strengthened and utilized for the professional improvement of the teacher and the advancement of the vocational education program.

The conference of all the local directors and supervisors in the State held at Oswego in the spring of 1923 inaugurated a plan of special significance in the administration of a statewide program of vocational education. It served as a clearing house of plans and practices and gave each one in attendance an insight into the

program as a whole and a first-hand knowledge of the best current developments.

The conferences can be made of further benefit to individual directors and supervisors by the organization of the members into committees, each attacking some special administrative problem and collating the results at the time of the conference.

Needed extensions of the program of public trade education. Building trades courses should be more extensively developed in every unit trade school in the State. In the face of an extended building program that will cover a period of years many communities will require the services of skilled building trade mechanics. This problem has an economic and social significance of considerable import and places a large share of the responsibility of meeting the situation upon public education.

Apprentice training or the organized training programs in industry is an essential complement of the trade education program in the public schools. Conservation of the fundamentals of a trade taught in the schools requires that within industry there shall be places of employment offering organized training that will extend the trade education of the boy or girl. Every encouragement should be given to a statewide program of apprentice or plant training.

Unit trade schools have now been in operation for a period of 15 years. These years have presented all the problems that usually confront a new movement. It is now most timely that experiences be pooled and efforts be made at a very early date to organize courses of study made up of the minimum essentials of each of the skilled trades.

New and attractive buildings designed for trade school purposes are needed in more than 50 per cent of the cities. Satisfactory physical facilities will do much to interest and hold the right type of students.

Coordination of the trade school and local industries has many mutual advantages. At present only a most limited cooperative relationship exists. The State Department of Education may well assist even in a larger measure than in the past local administrative officers to secure closer working relations.

Unit Technical Schools

Development of the unit technical program. During the school year 1922-23 no new schools or departments were organized. Several communities are seriously considering modifications of

existing work or organizations of new work to conform with the requirements of this form of vocational technical education. Plans for developing this form of vocational education have received attention at Niagara Falls, Rochester, Syracuse and Troy.

Statistical data and interpretation. The statistical facts pertaining to the cities offering courses and the enrolments for the period since the work was inaugurated are shown in the following table:

TABLE 36
Enrolments in unit technical courses

<i>Cities offering courses</i>	<i>Enrolments</i>		
	<i>1920-21</i>	<i>1921-22</i>	<i>1922-23</i>
Buffalo.....	180	239	314
New York.....	.....	411	1 389
Utica.....	61	133	203
Yonkers.....	68	57	69
Totals.....	309	840	1 975

The table indicates an increase in enrolment of approximately 135 per cent.

The greater part of this increase is accounted for by the development of the Textile High School work in New York City. The increase in enrolment outside of New York City was approximately 37 per cent.

The four centers have now been established for a period of 3 years and have served as experimental stations. The need and the opportunity for this specialized educational service has been more than demonstrated.

Needed extensions of the program. Developments of the past 3 years show that the most pressing need for the development of unit technical schools or classes is a well defined and understood plan. The plan should especially emphasize the importance of setting up the work as a separate and distinct department whose identity is not merged with junior high school work or unit trade work.

General Industrial Schools

New schools and classes. New general industrial classes were organized or planned for during the school year in Cohoes, Fredonia, Oswego and Salamanca. A good machine shop equipment has been installed in the new high school at Cohoes and instruction is being offered in the metal trades. Two rooms have been provided in the new high school at Fredonia and equipped with benches and machine tools for courses in the woodworking trades. Oswego has provided two large shops in the new high school and equipment has been installed for work in the building trades, metal trades and automobile trades. It is planned to make the department at Oswego a demonstration center for the State. The local school authorities will have the help and assistance of the State Normal School in developing the plan. Salamanca is offering a course in the woodworking trades.

The city of Dunkirk has remodeled one of the older schools and is making it the center for much of the industrial work. New equipment has been purchased and courses are being offered in woodworking, machine shop and automobile repairing.

The general industrial classes at East Syracuse were discontinued on account of unsatisfactory conditions. A part of the work will be carried on as industrial arts.

Statistical data. The major statistical facts pertaining to the general industrial schools or classes are presented in the following table:

TABLE 37

<i>Location of schools</i>	<i>Number of courses offered</i>	<i>Number of teachers employed</i>	<i>Enrolment</i>
1 Canastota.....	1	1	28
2 Cohoes.....	1	1	32
3 Corning, dist. 13.....	2	2	47
4 Depew.....	3	3	60
5 Dunkirk.....	3	4	160
6 Fredonia.....	1	1	18
7 Herkimer.....	1	1	24
8 Hornell.....	1	1	19
9 Hudson.....	1	1	24
10 Islip.....	1	1	32
11 Lansingburg.....	1	1	31
12 Mechanicville.....	1	1	6
13 Medina.....	1	1	12
14 Newark.....	2	2	34
15 Norwich.....	1	1	17
16 North Tarrytown.....	1	1	24
17 Owego.....	1	1	18
18 Perry.....	1	1	30
19 Salamanca.....	1	1	17
20 Saranac Lake.....	1	2	.....
21 Sloan.....	2	2	64
22 Solvay.....	3	5	132
23 Waterford.....	1	1	22
24 Waverly.....	1	1	25
Totals.....	33	36	876

The growth of general industrial schools has been slow. Two new departments were added during the school year 1922-23 with two or three additional departments to follow during the year 1923-24. The enrolment has increased from 721 to approximately 900, which is an increase of about 24 per cent.

The housing situation over the State is improving. With the erection of many new buildings better quarters are being provided and more satisfactory equipment is being installed. Improvement of physical conditions will enable these departments to offer a higher standard of instruction.

Future of the general industrial schools or classes. The effect of teacher-training programs for the improvements of teachers in service is commencing to be felt in the instruction offered in many of the general industrial schools or classes. The classroom organization and teaching are approaching standards that are enabling this form of industrial education to demonstrate that it is possible to offer good instruction in the smaller communities. The time allowance of 15 hours of work a week devoted to the shop and related drawing gives it a decided advantage over the industrial arts work organized on a four or six-hour a week basis. The new buildings and equipment and the adequate allowance of time provide conditions that should enable the communities to offer a very satisfactory grade of work.

Education and Training of Teachers, Supervisors and Directors of Industrial Education

Resident Curriculums at the State Normal Schools at Buffalo and Oswego

Statistical data. The data which follow present the important facts pertaining to the one and two-year resident industrial teacher-training curriculums for the school year 1922-23:

TABLE 38
Resident teacher-training curriculums

	<i>State Normal School, Oswego 2-year</i>	<i>State Normal School, Buffalo</i>			<i>Totals</i>
		<i>One-year</i>	<i>Two-year</i>	<i>Totals</i>	
Enrolment.....	92	30	28	58	150
Graduates, 1922-23.....	53	30	13	43	96
Graduates placed.....	44	19	10	29	73
Number of instructors in department.....	5	.....	.....	5	10

The table shows that 76 per cent of the graduates of the resident departments have been placed in teaching position. This condition indicates that the teacher-training agencies are maintaining a practical relation with the demands of the field.

Needs of the departments. The effectiveness of the departments at both normal schools will be materially strengthened by consideration of the following suggestions:

- 1 Strengthening the faculties on every occasion that vacancies occur. This means a salary schedule that will enable the institutions to attract and hold capable instructors.

- 2 Enabling the institutions to establish closer relations with local school systems and thereby being in the closest possible contact with the needs and demands of local school systems.

- 3 Placing more emphasis upon the preparation of teachers for the part-time schools than is now given in the one and two-year resident curriculums.

Evening and Extension Industrial Teacher Training

Range of work offered. Evening teacher-training courses for men and women with extended trade technical or commercial experience were in operation during the school year 1922-23 in Brooklyn, New York City, Albany, Rochester and Buffalo. This work was offered to both men and women.

New groups were not started in any of the centers except in New York City where one class for women in industry was organized. The elimination of beginning classes was due to an effort to maintain a balance between the number of persons prepared and the demands of local school systems for vocational teachers.

Extension classes for teachers in service were maintained in New York, Rochester, Buffalo and Niagara Falls. These courses served very materially to assist teachers in bettering the organization and the teaching of their specific fields of work.

Statistical data. The following tables will give information concerning enrolments, types of curriculum and number of graduates:

TABLE 39
Enrolments in evening and extension centers, 1922-23

Centers	Enrolments				Total enrolments	Instructors employed
	Industrial	Commercial	Home-making	Extension		
Albany.....	11	12	.....	.....	23	2
Buffalo.....	7	12	7	51	77	6
New York.....	46	15	.....	147	208	9
Niagara Falls.....	.....	.....	.....	18	18	1
Rochester.....	9	7	51	18	85	4
Schenectady.....	.....	.....	25	.....	25	1
Totals.....	73	46	83	234	436	23

Extension of the evening industrial teacher-training program. Modifications may well be considered in the future development of the evening industrial teacher-training program.

1 Future extensions of the part-time program with the older groups will require establishment of classes in places of employment with an accompanying demand for trained teachers. The evening classes should serve as a training agency for these teachers.

2 Efforts should be made to test the practical experience of trade or technically trained persons selected for teacher-training classes. Trade tests may be very properly given during the first few weeks of attendance.

3 The requirements lengthening the curriculum to 480 hours should be placed in operation at the earliest possible date.

Summer School Programs of Vocational Teacher Training for the Year 1922

Program at the State Normal School at Oswego. Thirty-eight courses were offered in the 1922 summer school for teachers of industrial and continuation school work. Two hundred sixty-eight students were enrolled for ten states and from eighty-one communities in New York State.

The classes offered and the enrolments were as follows:

Methods and mechanics of teaching industrial subjects.....	53
Types of vocational education in New York.....	36
Organization and teaching of the industrial arts in grades 7, 8 and 9.....	32
Applied psychology	52
Trade analysis and organization of courses of study.....	36
History, theory, principles and problems of vocational education.....	53
Mechanical drawing	13
Architectural drawing	12
Concrete and bricklaying.....	10

Organization and teaching of related drawing, mathematics and science....	10
Furniture design and estimating.....	8
Cabinet making	72
Carpentry	8
Electrical work	21
Machine shop	23
Printing	22
Sheet metal work.....	22
Automobile work	15
English for shop teachers.....	43
Public speaking for shop teachers.....	33
Teaching the required subjects in a part-time school.....	20
Teaching the industrial subjects in a part-time school.....	22
Principles and problems of secondary education.....	23
Study of industries.....	17
Industrial economics	21
Vocational and educational guidance.....	24
Industrial arts design.....	15
Applied science	25

Summer school program at the State College of Agriculture, Cornell University. During the summer of 1922 the State Department of Education in cooperation with Cornell University offered for the second time a special program for directors, supervisors and leaders of vocational education. Eleven special courses were organized specifically to assist these people with their administrative problems. The distinctive feature at this program was that every course was of a very practical nature and was developed about the problems confronting the individual members of the classes.

The following list indicates the range of special courses offered:

- Vocational education
- Types of vocational education in New York State
- Principles and problems of part-time education
- Organization and administration of part-time education
- Part-time education seminar
- Organization and administration of day and evening industrial schools
- Training vocational teachers
- Organization and administration of industrial arts in the junior and senior high schools
- Vocational and educational guidance
- Organization of home economics courses in junior and senior high schools
- Training of homemaking teachers in service

Numerous other educational and general courses offered in the university were available for the members of this special group. Sixty-seven persons engaged in administrative work were in attendance.

The direct result of this work is apparent in the local communities of the State. The local leaders have attacked their many problems with added confidence and a broader conception of the vocational education problem. The leadership program undertaken by the

State Department of Education has more than demonstrated its need and its value.

Summer school courses at the State College for Teachers at Albany. Ten commercial courses for teachers in the continuation schools and the high schools were offered in the summer school of 1922. The courses were of college grade and covered the following:

- Occupational analysis
- Unit lesson plans and methods of teaching
- Use of office appliances
- Business practice
- Retail selling
- Stenography
- Typewriting
- Commercial geography
- Commercial law
- Commercial arithmetic

These courses were of distinct value to the commercial teachers conducting classes in the continuation schools.

Summary and Recommendations

The present plan of organization of the vocational teacher training in the State is productive of certain very definite results:

1 The organization of teaching material used in the vocational classes of the State has shown a very general uniform improvement.

2 The daily classroom teaching shows a better appreciation and application of the fundamental principles of teaching with better results.

3 The results of the scholarship plan over a period of 3 years have served to demonstrate the wisdom of carefully selecting a superior group of trade or technically trained men and preparing them to teach.

4 The evening vocational teacher-training classes have served as very satisfactory selective and training agencies and have supplied the majority of teachers employed in the trade schools.

5 The summer schools have been most beneficial agencies for the improvement of teachers and supervisors in service. Each year there is added interest and an increase in numbers in these classes. The policy of the State Department of Education has been sound in developing this phase of the teacher-training program.

Further developments are essential in order to have a complete state program of vocational teacher-training. The next steps essential to the development of such a program are:

1 Establishing an agency for the training of leaders of vocational education. A program of training for leadership involves the establishment by the State Department of Education of cooperative relations with an established public institution of college grade that holds a position of prestige in educational work, and the development of a special curriculum for the purpose. The curriculum should be organized for the junior and senior years and should carry with it upon the satisfactory completion of the courses the bachelor's degree. The work should be open to graduates of the two-year resident industrial teacher-training curriculum of the New York State normal schools or to graduates of institutions offering equivalent training. The leadership program should be energetically pushed so that vocational education may be developed to serve fully in the public education program.

2 A statewide system of certification for teachers, supervisors and directors of vocational education should be immediately placed in operation. All requirements should be printed in bulletin form and placed in the hands of superintendents, supervisors and teachers.

3 A program of extension training for vocational teachers in service should be developed in every large center of the State. These courses should serve as feeders for the summer schools, the resident courses and the proposed residents college courses for leaders.

Homemaking and Home Economics Education

Interest in homemaking education in the State has increased greatly during the past year. In many of the new school buildings which have been completed for occupancy for September 1923, a flat has been set aside for teaching homemaking, or a school kitchen, dining room, living room, bedroom and cafeteria have been provided for such a department. Buffalo, Schenectady, Oswego, Corning, Lyons, Lancaster, Williamsville, Eastwood, Oceanside, Lynbrook are among the places which have completed new buildings during the past year and have made ample provision for teaching all phases of homemaking work.

Registration in the four-year homemaking course has increased 75 per cent in the past 2 years, and the number of schools offering the work is steadily increasing. Because of the multiplicity of courses offered in high schools, the lack of opportunity for electives in the college preparatory course, and the growth of commercial courses, there has been a decrease in the number of students taking

elective courses in high schools but an insistent demand for home-making in the seventh and eighth grades and in the junior high schools, by students who do not intend to elect the vocational home-making course. Formerly students were permitted to earn 1 Regents count for homemaking work in the seventh and eighth grades providing the work was continued in high school where 2 additional counts were earned, making a total of 3 counts. This privilege was withdrawn last year and the decrease in the enrolment for elective high school courses is thus partially accounted for.

The junior high schools are increasing in number in the State. All are making provision in buildings and in curriculums for incorporating homemaking work as an integral part of the school system. It is evident that some attention must be given to the necessity of training girls to become homemakers before they reach the high school, as many drop out of school at this time to become wage earners, many enter commercial training classes, and many take the college preparatory course which permits no electives. Only a comparatively few elect the vocational course.

Types of instruction. Opportunity is offered through the elementary and secondary state aided homemaking courses for training which will prepare a girl to become an efficient manager of a home. The job of a homemaker is analyzed and the various daily, weekly and yearly duties are listed. The course of study is then planned to include all homemaking activities and the relative importance of each is stressed. Instruction in both types of state aided schools is based on this analysis, and after class instruction is given, the student carries out in her own home a project which is an outgrowth of class instruction and which develops her initiative and managerial ability.

Elective courses offered in high schools may consist of a survey of the training necessary if she desires to become a trained homemaker, or intensive courses in foods, clothing and household management.

The seventh and eighth grades offer courses which emphasize skill and attainment of knowledge and furnish vocational guidance. The work in the grades is preparatory for high school work, but it also fits the girl to assist at home in the daily tasks of the household, to assume charge of certain phases of work, and to form an appreciation of the importance of the job of managing a home.

High school homemaking departments. The following data show the growth in state aided departments in high schools in the past 5 years.

Number of departments

1918-19	38
1919-20	41
1920-21	82
1921-22	98
1922-23	107

During the past year new departments were opened at Beacon, Belleville, Cohoes, Lynbrook, Oceanside, Ossining, Kenmore, Fredonia, Oxford, Pittsford and Randolph.

The department at Freeville was changed to an elementary vocational school. Canandaigua changed to elective courses in the high school.

Increase in enrolment. During the past year the enrolment in the high school homemaking classes has increased 75 per cent. Some of the largest departments in 1922-23 were Masten Park High School, Buffalo, 187 girls; Kingston 124; Binghamton 113; Schenectady 78; Hutchinson High School, Buffalo, 62; Dunkirk 57.

Number of students enrolled

1920-21	1 850
1921-22	2 488
1922-23	3 089

Curriculum for high school course in homemaking. The following curriculum is recommended by the Department for state aided courses in vocational homemaking.

<i>Homemaking subjects</i>	<i>Regents counts</i>	<i>Academic subjects</i>	<i>Regents counts</i>
<i>Ninth year</i>		English	4
1 Elementary foods ($\frac{1}{2}$)...		Science (biology)	5
2 Elementary clothing and design ($\frac{1}{2}$)	7½	Art	4
<i>Tenth year</i>		English	4
3 Lunch room and special cookery ($\frac{1}{2}$)	7½	Algebra	5
4 Dressmaking and millinery ($\frac{1}{2}$)		¹ Civics	2
<i>Eleventh year</i>		Elective	2
5 House planning and decoration ($\frac{1}{2}$)		English	4
6a Household science — 10 weeks	7½	Geometry	5
b Dietetics, home nursing and child care—10 weeks		History	5
<i>Twelfth year</i>		English	4
7 Home management ($\frac{1}{2}$)..		History	5
8 Advanced dressmaking and costume design ($\frac{1}{2}$)....	7½	² Chemistry or physics.....	5

¹ Wherever civics has been taught in the seventh and eighth grades as outlined in the syllabus for civics and patriotism, it is not required as part of the academic course.

² Applied chemistry may be substituted for general chemistry.

Home projects. In addition to the daily 90-minute periods of class instruction required of students taking the four-year home-making course, each girl carries on a supervised home project so that she may apply under normal home conditions the instruction received at school. The homemaking teacher meets the girls early in the fall term, finds out what projects they have chosen, and requires an outline which shows the aim and scope of the project, that is, what must be known, what must be done and the means by which the aim is to be attained. A final report of accomplishments is presented when the project is finished.

Through home projects the girl learns to see the relation between class instruction and the actual problems of homemaking as they occur in her daily life. She also learns to work out these problems under normal home conditions in normal family settings.

The following are some of the projects undertaken by students during the past year:

1 From inventory, garments needed were determined, cloth and patterns were chosen; the work done and judged as to quality and cost.

2 For 3 months clothes were kept in repair, cleaned and pressed; bedroom closet and dresser were kept in order.

3 Clothes were made over for younger children, involving the same problems as 1 and in addition the exercise of judgment in the use of worn clothes; selection of pattern for making over garments for self.

4 Color scheme was chosen and material was selected for bedroom curtains, dresser scarf, pillow covers, bed spread, towels, draperies and box covering.

5 Weekly cleaning: weekly cleaning of certain parts of the house was standardized, the work was organized, equipment was collected and properly cared for. This was done for 8 weeks.

6 Planning, preparation, serving and clearing away of meals, for 2 weeks.

7 Porch and garden: porch scraped and painted two coats; garden planned, seeds planted, plants transplanted, general care.

8 Renovating: painting, calcimining, varnishing, making curtains, and covering chairs, color scheme for bedroom selected.

9 Assisting with church suppers, taking charge of refreshments at parties, company dinners, and cooking for bake sales.

10 Preparation of food in quantity: taking charge of refreshments for sorority teas, food sale at church, assisting with tea for

mother, church dinner, planning bake sale, preparing and serving company dinners, making candy and salting peanuts for Christmas.

Equipment. Mention has already been made of the new type of equipment and the number of rooms provided in the modern buildings for teaching homemaking work. Homemaking is the latest type of work added to the school curriculum and the only place left in the building to place the equipment was usually a poorly lighted, poorly ventilated basement room with a cement floor. Because the physics or chemical laboratory had horseshoe tables and Bunsen burners, the same arrangement prevailed in the school kitchen. Neither the room nor the equipment furnished an ideal or a model for the young homemaker. Today home conditions are reproduced as nearly as possible in a cottage near the school building, in a model flat or in a group of rooms set aside for teaching the different courses. The home setting is further emphasized through the carrying out of the home project.

Elementary homemaking departments. The elementary vocational homemaking courses are for girls of 14 years of age and over who do not desire to enter high school or who would not profit by the high school instruction. The students are generally those who would leave school if instruction suited to their needs could not be secured in the vocational school.

The course is 2 years in length. It is planned primarily to teach the girl to manage a home, but emphasis is also placed on some training in a trade, such as millinery, dressmaking and cafeteria work in which a girl may secure useful and profitable employment before she becomes a homemaker.

During the year 1922-23, the following departments of elementary vocational work were in operation.

TABLE 40
Elementary vocational schools 1922-23

<i>Name of city</i>	<i>Enrolment</i>
Albany	80
Amsterdam	36
Depew	39
Freeville	27
Herkimer	34
Mechanicville	14
Mount Vernon	66
North Tarrytown	20
Saranac Lake	17
Solvay	204
Troy	41
Yonkers	45
Rochester	
Jefferson Junior High School.....	....
Madison Junior High School.....	....
Monroe Junior High School.....	....

Elective courses in home economics. The elective courses offered in the high schools differ from the courses offered in the vocational homemaking departments in that a pupil may elect one or more courses and receive 3 Regents counts for each course. It is not required that she complete more than one course. She may elect a survey course which will give her an appreciation of the duties and responsibilities of the woman as a homemaker or as a purchaser and consumer; or she may elect courses in foods, clothing, home nursing and child care, house decoration and furnishing, household management, and advanced dressmaking. These intensive courses attract the girls who have a special interest in one or more phases of homemaking work. Each course must be pursued for two 90-minute periods and one prepared recitation period a week, or for five 45-minute periods daily throughout the year. Counts are not granted in any course until the full course is completed and no credits are given for laboratory work unless accompanied by prepared recitation work.

There has been a decrease in registration in these courses during the past year. Many girls would elect the courses if schedules were arranged to permit them to do it, and if colleges recognized the Regents credits secured in these subjects as satisfying entrance requirements.

The following data show the registration in the credit courses during the past 5 years:

TABLE 41
Schools claiming regents counts

	1918-19	1919-20	1920-21	1921-22	1922-23
Number of schools...	184	184	203	210	223
Number of pupils...	16 040	16 676	22 278	25 172	16 412

Some effort should be made to persuade high school principals to arrange their programs to permit all girls registered in the high schools to elect one or more courses in a subject which is of the greatest value to the girls and which they are anxious to elect. It should be considered a part of the general education of each girl.

Home economics in junior high school and in seventh and eighth grades. The junior high school plan of organization is growing rapidly in this State, not only in the larger cities such as

Rochester and Schenectady, but in smaller communities such as Corning, Middletown and Solway.

In all junior high schools homemaking forms are integral parts of the course of study and all girls enrolled are required to take the subject for a definite number of lessons a year during the seventh and eighth grades, with an opportunity for electing the vocational homemaking course in the ninth grade.

Most of the larger cities in the past have required homemaking work in the seventh and eighth grades and an increasing number of girls are receiving this instruction before they enter the high school.

For reasons already given, it seems highly desirable to encourage homemaking work in the seventh and eighth grades when opportunity is not provided in high school for homemaking instruction.

Supervision of homemaking instruction. Twelve cities have full-time supervisors for grade work and several cities have two or more supervisors. The duties of the supervisor should include the developing of improved courses of study, planning new departments and equipment, unifying the home economics work in all grades and improving teachers in service.

As the majority of the homemaking teachers are each year new in their position the training of these teachers is an important task. The supervisor should also train the evening school teachers and supervise the homemaking work in the part-time school.

This supervisor should have the same training which is required of the homemaking teacher and also a supervisor's diploma which testifies that she had courses in organization of work, planning courses of study, educational psychology, tests and measurements and a thorough understanding of the field of homemaking education.

Conferences to improve the teacher-training work in the state. Realizing that the success of the home economics work in the State depends on the training which the teachers receive, two conferences a year have been held for the past 2 years to discuss the problem of improving and unifying the teacher-training work. These conferences have been called by the State Supervisor, who acts as chairman. The three state institutions and six private teacher-training institutions have sent representatives to each conference, and committee reports have been sent out in mimeographed form to all institutions.

Among the points accomplished are: improvement of observation and practice teaching, of home project work, of content of

methods courses and of methods of teaching all courses. The group is now studying the use of objective tests to determine the value of class instruction and student rating to find means of eliminating undesirable candidates before diplomas are granted. The conferences will be continued this year.

Teacher training in service. Eight district conferences were held last year for home economics teachers in all types of schools to meet and discuss problems in their daily teaching. These conferences were held at Potsdam, Watertown, Troy, White Plains, Kingston, Binghamton, Buffalo and Syracuse. The conferences were well attended, and discussions were of a practical nature and exceedingly helpful to the inexperienced teacher.

Home economics teacher training. Three institutions under public supervision and control offer teacher-training courses in home economics. They are the New York State College for Teachers at Albany, the Buffalo State Normal School at Buffalo and Cornell University at Ithaca. All offer a four-year teacher-training course leading to the degree of bachelor of science in home economics and all offer courses in professional training with supervised practice teaching and observation. Buffalo requires vocational experience.

Enrolment in teacher-training classes

	<i>Senior</i>	<i>Junior</i>	<i>Sophomore</i>	<i>Freshman</i>
Albany	13	15	24	33
Buffalo	24	22	39	50
Cornell	35	35	..	..

Seventy-two home economics teachers were graduated from these institutions in 1922-23 as compared to thirty-two graduates in 1921-22. The demand still exceeds the supply of well-trained teachers, as the average home economics teacher remains for too short a time in the teaching profession. As has been said before, more than 50 per cent of the teachers in the state aided homemaking high school departments change each year.

Art and Industrial Arts Education

The introduction of art courses into the schools of New York State some 40 years ago came as the result of a demand on the part of social, industrial and commercial agencies. The Department is no longer called upon to promote or defend art education. Today it is an established fact that there can be no complete education without it.

Purpose. Art education involves primarily the development of appreciation, including taste, which takes for granted the ability to discriminate and choose. Art training involves practice toward perfection in doing a worth while piece of work in the best and finest way, whether the work is done by hand or by machine.

The mission of the teacher of art, be he a grade teacher, a specialist, a supervisor or a director, is an important one in these days of improved ways of living and of machinery for doing most of the work of the world that formerly had to be done by hand; for all persons today are consumers of art. They are called upon to use art in the selection of clothing, in the furnishing of homes, in business, in professions and in all walks of life. Aside from the more practical necessities which call for instruction in art, there are also the needs for appreciation and for the enjoyment of leisure.

Art instruction may employ what we commonly call the productive emphasis, or it may employ the appreciative emphasis. If the emphasis has been productive, the result will be quite largely industrial; if appreciative, quite largely esthetic. In the last analysis, we must admit that there is considerable of the esthetic in the industrial, and considerable of the industrial in the esthetic, if the result is art.

In the elementary school, instruction is general in its aims; in the junior high school, exploratory and tending toward specialization, except for pupils electing the general courses; in the senior high school, special, except for pupils electing the general course.

Most of the art instruction in the elementary school is included in the subject of industrial arts. It is continued in junior high school as the subject of art, required of all. In the senior high school it is an elective subject except for those specializing in art, for whom it is a required subject. In addition to the art work provided in the junior and senior high school, courses in industrial arts for boys are offered which contribute to the general education of the pupils.

History and development. The subjects of art and industrial arts, first introduced many years ago as manual training, which then included sewing, cooking, and woodworking, as well as drawing, have persisted down to the present time. At first under the control of a single specialist in the Department, this work has been divided and subdivided until today several specialists are responsible for its administration and supervision. Since 1910 two specialists in two divisions have been responsible for the work in art and industrial arts.

The subject of drawing was at the outset released from Regents examinations. Examinations were conducted in 1883, however, when eighteen schools submitted 181 answer papers, sixty of which were rejected. From this time examinations in this subject have been conducted with varying results. In 1914 courses in certain high schools providing satisfactory equipment and competent teachers were placed on an approved list and released from the Regents examinations. In 1918 the Regents rules were amended to include the following provision for conducting courses on the approval basis: "In any school approved for advanced drawing courses the pupils' year's work in drawing may be substituted for the regular Regents examinations in elementary drawing." This provision is largely responsible for the elimination of the state examinations in drawing from many of our village and most of our city high schools. There have never been any state examinations for the shop subjects.

The first state course of study in drawing was prepared under the direction of Dr John H. French in 1888 and published under the title of *Four Years in Form Study and Drawing*. The course was the outgrowth of Doctor French's 4 years' experience as instructor in drawing in twenty of the teachers institutes. The aims and objectives expressed in this first syllabus may be summed up in these words: "It is intended that the aim of the instruction shall be to develop the pupil's powers of observation and to give training in the means of expressing thought in regard to form, through making, drawing and language."

Following the death of Doctor French, Ella L. Richardson was appointed examiner in drawing in 1889. In 1895 a more elaborate syllabus was prepared by Dr Charles F. Wheelock, then high school inspector, assisted by Miss Richardson. This syllabus was modified in 1900 when that part of the text dealing with historic ornament was completely rewritten under the direction of Professor D. F. Hamlin of Columbia University.

Meanwhile it was necessary to carry on the work in teachers institutes and in 1892 Gracia L. Rice was appointed State Director of Drawing and Florence B. Himes was appointed to assist her. Upon Miss Richardson's death in 1905, Eugene C. Colby was made supervisor of drawing and manual training and assigned to the Examinations Division.

The next revision of the elementary syllabus occurred in 1905 when the University and the Department of Public Instruction were

united. The earlier formal type of instruction now gave way to illustrative work, free cutting and picture study. The elementary handwork consisted of weaving, cardboard construction, modeling, basketry and knife work or whittling. In 1905 the secondary syllabus was again improved and enlarged.

Royal B. Farnum, appointed inspector of drawing and industrial training in the Inspections Division in 1909, was in 1910 transferred to the Trades Schools Division, now called the Division of Vocational and Extension Education. Mr Farnum's title was shortly changed from inspector to specialist. Although he gave some attention to the examinations work at the outset, he ultimately gave most of his time to outlining the state policy in drawing and art work, to inspection of drawing and manual training and to conducting teachers' conferences. Lillia M. Olcott, appointed head examiner in drawing in 1911, was later made specialist in drawing in the Inspections Division. Mr Farnum was succeeded in 1918 by Leon L. Winslow. Miss Olcott's successors have been Mrs Hazel T. Hathaway, appointed in 1918, Harriet E. Knapp, appointed in 1921, and Mrs Zara B. Kimmey, appointed in 1923.

The elementary school. Several factors have contributed to the present interest in the elementary school subject of industrial arts. Among these may be mentioned the recognized needs on the part of boys and girls for some knowledge of art principles underlying industry, that will function in the choosing and appreciating of industrial and art products. Another factor contributing to this interest is the utter absence of handwork other than drawing and applied design from many school courses. The purpose of the subject of industrial arts in the elementary curriculum is primarily to provide illustrative and creative handwork which shall be educational in the broadest sense. There is no race, no political division, no history, no science which is not ultimately associated with the very topics about which the industrial arts course is organized. In the elementary grades industrial arts is therefore coordinate with all the other subjects.

The greatest educational returns have been realized where elementary industrial arts is taught as a general subject by the regular grade teacher and where there has been special supervision, constructive, suggestive and cooperative in character. Under such administration industrial arts has not failed to become an integral and important part of the curriculum. Marked progress has been made both in content and in method where teachers have been least hampered by tradition.

As a school subject industrial arts has two functions to perform. First, it serves the purpose of a unifying agent in the curriculum by furnishing a motive for much of the other school work which in turn it clarifies and reinforces through drawing and construction. Second, it serves the purposes of appreciation by furnishing a foundation of general information which has the twofold objective of providing pupils with sufficient industrial and art information and experience to meet their needs as children living among other children, and of leading up to more advanced differentiated courses in the secondary school.

Junior and senior high school art. Courses in art are offered in grades 7 and 8 of all schools and in grade 9 of almost all schools. The junior high school point of view is the one which determines the educational emphasis. During the past school year the motivation topics which have been found most useful to teachers include painting, sculpture, architecture, industry and commerce. Technical information relating to artistic expression has been organized under the following topics: color, freehand representation of form, design, lettering and mechanical representation of form and appreciation. A junior high school program in art embodying this technical information and motivation gives promise of becoming universal in the State. A teacher-training course based on this idea has already been planned somewhat in detail. It is probable that such a course will be given in one or more of the normal schools of the State during the coming academic year.

The high schools of Buffalo, Mount Vernon, New York, Schenectady and Yonkers offered four-year sequences in art subjects during 1922-23. All of these sequences had been established previously with the exception of that offered at Mount Vernon. The art course at Lafayette High School of Buffalo has already graduated over 1000 pupils. An incomplete record of these graduates includes fifteen commercial artists, five portrait painters, five landscape painters, ten architects, five illustrators, three sculptors, five fashion artists, thirty teachers of art, and twenty students in advanced art schools. Among these graduates are several distinguished American artists and commercial designers.

The Yonkers High School offers two distinct sequences, one for pupils who desire to secure the regular academic diploma, and the other for pupils who are working for the art diploma. An art diploma course is also being successfully carried on in the Mount Vernon High School. Schenectady's art sequence leads to a regular

academic diploma. It constitutes what is known locally as the fine arts course.

In New York City art sequences are offered in two of the high schools, Washington Irving High School for Girls and Textile High School. The Washington Irving course in industrial art is 4 years in length. The pupils in their first year follow the general high school curriculum, devoting 6 periods a week to drawing and design. At the end of the year the pupils begin an intensive study of these subjects, devoting two-thirds of their time to them. At the end of the second year they are given an opportunity to choose between the following courses: commercial design, costume illustration and textile design.

The Textile High School admits both boys and girls, who have completed satisfactorily the first 2 years of high school including the required courses in drawing and design. The courses offered in applied textile design and costume design aim to give practical instruction in all phases of textile and costume designing. The textile course includes among other subjects: designing for printed and woven fabrics, textile printing, Jaquard weaving, lace, embroidery, color, period decorations and criterions for judging fabrics both materially and esthetically. Opportunity is provided for pupils to have their designs reproduced on fabrics so that they will be able to see the mechanical possibilities and limitations of the machines.

Textile High School carried off the highest honors in the sixth annual (1923) competition and exhibition of the Art Alliance of America. Schools were permitted to submit twenty designs and every design entered by Textile High School pupils received a prize or honorable mention. The competition was open to art schools all over the country and a large number entered exhibits.

Wilhelmina Brown, a Textile High School pupil, won the Graffin and Dolson prize of \$25 offered for the best design suitable to a roller-printed cretonne, and in addition she sold the design to Marshall, Field and Company of Chicago for \$50. Jane S. Hodges, also a pupil in the Textile High School, recently won a \$1200 scholarship in a similar competition.

A special art diploma course was established in September 1922, in the Mount Vernon High School, which is similar in most respects to those which have been conducted successfully in New York, Buffalo, Yonkers and Schenectady for several years. Ninth grade pupils are admitted to these courses in all of the cities where they

have been offered. The diploma received upon completion admits to all professional art schools except those giving an academic degree. The courses are based directly on commercial and industrial practice and in Buffalo and New York City they are quite largely vocational in aim. The instructors, with few exceptions, are designers or workers in the art crafts.

The course of instruction offered at the Mount Vernon High School is as follows:

<i>First year</i>	<i>Hours</i>	<i>Second year</i>	<i>Hours</i>
English 1	4	English 2	4
Biology	5	Foreign language ²	5
Civics (second term).....	2	Civics (second term).....	2
Select 9 hours:		Select 9 hours:	
Design theory	2	Design theory	2
Representation theory	2	Representation theory	2
Art practice ¹	2-10	Art practice ¹	2-10
Mechanical drawing	2	Mechanical drawing	2
<i>Third year</i>		<i>Fourth year</i>	
English 3	3	English 4	4
Foreign language	5	History C	5
Select 9 hours:		Design theory	2
History of art.....	5	Representation theory	2
Design theory	2	Art practice ¹	12
Representation theory	2		
Art practice ¹	2-6		

Three academic elementary courses in drawing were available in 1922-23 to ninth grade pupils in most high schools as follows: elementary design, elementary representation, intermediate drawing and elementary mechanical drawing. The following tables indicate the distribution of pupils in grades 9, 10, 11 and 12 according to subjects pursued.

It will be noted that 127,347 pupils were registered in the 1577 high schools and academies, and that of all ninth grade subjects intermediate drawing was the least popular. Fewer pupils registered for this subject in 1922 than in 1921. There has been a marked increase in the registration for all other art subjects, however, the number of pupils pursuing advanced courses having increased from 7739 in 1921 to 10,689 in 1923.

¹ Two hours of practice required for 1 hour of credit.

² Latin, French or Spanish. Students preparing for college should, in general, select Latin as their "first foreign language." To receive credit for any language work, at least 2 years must be completed.

TABLE 42

Academies and high schools¹ offering courses in art, 1922-23

Subject	Number of academies	Number of pupils enrolled	Number of high schools	Number of pupils enrolled	Grand totals	
					Number of schools	Number of pupils
Elementary design	77	2 751	397	38 013	464	40 764
Elementary representation	94	3 040	447	53 774	541	56 814
Intermediate drawing	38	769	103	2 292	141	3 061
Elementary mechanical drawing	34	608	234	15 411	268	16 019
Advanced drawing	21	643	132	10 046	153	10 680
All courses	264	7 811	1 313	119 536	1 577	127 347

¹ Academies and high schools as here included comprise grades 9, 10, 11 and 12.

TABLE 43

Pupils in art courses in high schools and academies¹

Subject	1918	1919	1920	1921	1922
Elementary design	31 269	28 476	30 274	38 313	40 764
Elementary representation	32 271	30 839	27 423	40 315	56 814
Intermediate drawing	5 343	3 159	3 900	4 922	3 061
Elementary mechanical drawing	12 440	10 131	10 880	13 171	16 019
Advanced drawing	3 979	4 541	6 186	7 739	10 680
All courses	85 302	77 146	78 663	104 400	127 347

¹ Academies and high schools as here included comprise grades 9, 10, 11 and 12.

All schools that are approved for advanced work in drawing or art are entitled to offer elective courses. In order to receive state approval for a course it is required that a certified teacher of art be employed, and that adequate accommodations and equipment be provided. It is also required that outlines of instruction be submitted in advance. During 1922-23 approved courses were offered in the following communities: Albany, 2 schools; Albion; Auburn; Binghamton; Buffalo, 7 schools; Canandaigua; Cazenovia; Chautauqua; Corinth; Cornwall-on-Hudson; Cortland; Delhi; Depew; Dunkirk; East Rochester; Elmira Heights; Endicott; Fairport; Fayetteville; Fredonia; Freeport; Geneva; Glen Cove; Gloversville; Great Neck; Grymes Hill; Hastings-on-Hudson; Hempstead; Hilton; Hornell; Hudson; Hudson Falls; Huntington; Ilion; Irvington; Ithaca; Jamestown; Johnstown; Kingston; Lackawanna; Lima; Little Falls; Lockport; Mechanicville; Medina; Middletown; Mount Vernon; Newburgh; New Rochelle; New York City, 31 schools; Niagara Falls; North Tonawanda; Ogdensburg; Olean;

Ossining; Perry; Plattsburg; Pleasantville; Port Chester; Potsdam; Poughkeepsie; Rensselaer; Rochester, 3 schools; Rome; Salamanca; Saugerties; Sayville; Schenectady; Scotia; Sea Cliff; Seneca Falls; Solvay, 2 schools; Syracuse, 5 schools; Ticonderoga; Tonawanda; Troy, 2 schools; Utica; Walden; Walton; Westbury; White Plains; Whitehall and Yonkers. The names of the courses and the number of times that each were offered are indicated below:

<i>Name of course</i>	<i>Number of times course was given</i>
Applied design	13
Art for extracurricular activities	1
Architectural drawing	16
Art appreciation	4
Cam and gear drawing	2
Cartoon drawing	1
Ceramics	1
Charcoal	5
Color	1
Commercial design	33
Craft design	6
Costume illustration	4
Costume design	16
Decorative design	1
Design	35
Development drawing	1
Drafting	3
Figure drawing	2
History of art	5
Home decoration	1
Home planning	2
Household arts design	1
Interior decoration	1
Lettering	1
Machine drawing	10
Mechanical drawing	93
Nature drawing	1
Metal craft design	2
Oil painting	3
Pen and ink drawing	3
Perspective	1
Pictorial photography	1
Poster design	5
Representation	40
Shop sketching	1
Typography	3
Technical drawing	3
Water color painting	1

Junior and senior high school industrial arts. Courses in industrial arts are offered in grades 7, 8 and 9 of some rural schools, most village schools and all city schools. Whether a junior high school organization is maintained or not, the point of instructional emphasis is the same. The intermediate or junior high school

organization receives boys of 13 years of age from the sixth grade and turns them over at 16 years of age to the senior high school; it serves the dual purpose of fitting the pupils to enter differentiated courses in the senior high school and of assisting them in selecting an occupation. In the junior high school years emphasis is usually placed on general education as distinguished from specialized training. Instruction is designed to meet the general needs of the community for intelligent citizenship.

The subjects offered in the thirty-sixth registered junior high schools during 1922-23 include printing, electrical work, metal work, automobile mechanics, machine shop practice, painting and decorating, and drafting. In most instances the work was given as a part of the regular intermediate grade scheme with little or no attempt at vocational training. The outstanding exception was Rochester, where industrial training and industrial arts have been brought together in a single school organization.

The accompanying table shows the number of academies and high schools offering courses in industrial arts in 1922-23 with the distribution of pupils according to subjects. It will be noted that eleven academies offered industrial arts subjects to a total of 210 pupils while 196 high schools offered them to 16,903 pupils. Woodworking was the most popular subject. In 1921 the total number of pupils registered in industrial arts subjects was 12,676; in 1922 it was 17,113, an increase of 4437 or nearly 25 per cent.

TABLE 44

Academies and high schools offering courses in industrial arts in 1922-23¹

Subject	Number of academies	Number of pupils enrolled	Number of high schools	Number of pupils enrolled	Grand totals	
					Number of schools	Number of pupils
Woodworking	9	183	97	11 961	106	12 144
Machine shop practice. . .	1	10	31	2 133	32	2 143
Printing	1	17	20	668	21	685
Electrical work			12	630	12	680
Automobile work			22	362	22	362
Sheet metal work			14	1 149	14	1 149
All courses	11	210	196	16 903	207	17 113

¹ Academies and high schools as here included comprise grades 9, 10, 11 and 12.

Work adapted to community needs. In the New Rochelle High School two rather ambitious dramatic productions were staged during the school year of 1922-23, one by the dramatic club and the other by the senior class.

Much of the scenery for these plays was made from heavy wrapping paper, although unbleached muslin has been used instead of more expensive canvas in all other plays. Considerable floor space is necessary for the constructing and painting of scenery and the industrial arts shop being too small the school attic and a corner of the art room were pressed into service.

The stage was small and inadequate, without proscenium or suitable lighting facilities. A proscenium was made by stretching a cable across the auditorium in front of the stage and hanging a curtain on it. Footlights were installed by the pupils who improvised reflectors from floor oil cans. Small holes were drilled in the metal ceiling and a false ceiling suspended from the attic on heavy picture wire. A switchboard and a dimmer were also constructed by the boys, the resistance of the wire used having been measured in the physics laboratory, and a green dip for the lamps having been made in the chemistry laboratory. Many of the costumes used were designed and made by the girls, attention being given to color, correctness of style, suitability to the character portrayed and to such details as neckties, hosiery, gloves and jewelry. The results achieved in this work were sufficient to convince the school authorities of the desirability of building a more practical stage.

Another development which has succeeded in bringing the school and the community closer together consists in the establishing of art clubs, which have come to occupy an important place in a number of high schools. In some of these organizations membership is extended to pupils in the traditional four-year high school, while in others it is limited to junior high school pupils. Those who have seen these clubs in operation are convinced of their value from the educational and social standpoint. The high schools of Schenectady, New York, Rochester and Yonkers are among those which have shown initiative in establishing art clubs.

The object of the art club of the Schenectady High School, as stated in its constitution, is "to study and promote interest in all branches of art." Only those pupils who receive the highest grade in the art courses and who are not failing in any other subject are eligible to membership, which is limited to twenty-five. The club meets every Monday afternoon. The society last year inaugurated an annual May Day sale at which paper baskets filled with home-made candy are disposed of, the proceeds being used to pay club expenses and to make possible a \$5 prize which is offered each year for the best work in drawing. During the school year of 1921-22

the club bought a collection of 300 reproductions of paintings in color at the cost of \$160. This fund was secured through two exhibitions of the collection at which a fee was charged.

The objects of the School Art League of New York City include provisions for lectures to public school pupils and teachers, the awarding of a number of art school scholarships, the conferring of medals for excellent work in drawing, design and craftsmanship to public school pupils, and the maintenance of Saturday classes in drawing. Its members in 1922 numbered 4114 junior members, high school pupils who paid 10 cents a term; 351 teacher members, who paid \$1 a year; and 224 annual members who contributed from \$5 to \$100 toward the work of the league.

In the junior high schools of Rochester each art teacher is held responsible for the conduct of one of the art clubs which is made up largely of pupils interested in the crafts, although there are other clubs composed of pupils whose interest centers in oil painting and in pencil drawing.

A class in elementary design at the Fairport High School developed during the year a project in art which called for the designing and making of decorated aprons. The material used was unbleached muslin, and the aprons were bound with colored bias bindings which matched the color used in the decorative patterns which were first worked out on cross-section paper. The decorations were transferred from the design plate to the cloth and were worked on in silk. The colors used in these aprons were red, green and blue, each pupil being limited to two hues.

This kind of design work for girls is especially desirable in schools where no instruction is being offered in home economics, for it makes possible considerable work in sewing as well as in design. As a part of the scheme for art education this kind of work is especially valuable in that it involves the carrying out of design principles in materials other than pencil, paper and paints.

State conferences. Conferences planned for grade teachers and for supervisors of art and elementary industrial arts were called at points so distributed as to cover the State effectively. These meetings provided opportunity for discussion of content and method involved in instruction in art and industrial arts as carried on in the public, private and teacher-training schools. The conferences aim to make clear to teachers and their supervisory officers the policy of the Department relative to the organization and administration of courses in art and elementary industrial arts. Each of the sixteen conference groups elects its own officers and is responsible for the

administration of its affairs. Conferences were held in the following places in 1922-23: Binghamton, Buffalo, Cornwall-on-Hudson, Fredonia, Glens Falls, New York, Owego, Potsdam, Rochester, Sidney, Syracuse (two conferences), Troy, Utica, Watertown and White Plains.

Traveling libraries. During the year the Division, in cooperation with the Library Extension Division, arranged for sending out, under the customary conditions, two traveling libraries known as the industrial arts library and the shop library.

Thirty-two hundred volumes were lent to the schools in sixty communities of the State, preference being given to localities which found it difficult to secure good books on these subjects for free circulation. This plan afforded help to many teachers who were handicapped because of a lack of suitable reference material.

Rehabilitation of Physically Handicapped Persons

During the year closing June 30, 1923, 612 physically handicapped persons were rehabilitated, 530 men and 82 women. The average age of these persons was 32.1 years and their average initial weekly wage was \$20.06. They received various services according to the individual needs of each person. Two hundred eight persons were given formal training in schools, by tutors and correspondence courses, and then placed in suitable occupations. Fifty-six were returned to remunerative occupations by social service, which included attention to their physical reconstruction, home conditions and social contacts and employment. Three hundred twelve, after careful study, were placed in suitable industries to learn new operations. Thirty-six were established in business for themselves. Two hundred forty-one were foreign born. Two hundred eighty-eight were compensation cases. Three hundred four were married. Three hundred sixteen had dependents. None of the 612 was working when called to the attention of the Bureau and many of them would never have returned to gainful occupations without the rehabilitation service. It is an interesting fact that only twenty-three of the 612 needed to be replaced during the year, which indicates that their positions are reasonably secure in industry and business. When we consider that none of them was employed, and many of them were not employable without training, and that they made an initial weekly wage of \$20.06 after being trained, the economic and social gain to the State from the rehabilitation service is realized. This is significant when we recall

that it costs at least \$300 to keep a person in a public institution for a year and a much larger sum in private institutions or in private homes. Six hundred twelve citizens, potentially dependent or semidependent have been returned to gainful occupations and thereby are earning more than \$600,000 a year instead of having approximately \$200,000 expended for their support. If the entire cost of the service were charged against the 612 persons rehabilitated, the per capita cost would be \$163.01; but the Bureau had also under its care at the end of the year 1267 others for whom expenses had been incurred.

These facts are presented at the forefront of this report because the primary objects of the Rehabilitation Act are economic and social betterment. The service must justify itself by such returns to the State. These figures, however, do not reveal what this new service means to the physically handicapped themselves in opening for them new opportunities in life, inspiring them with fresh hope and enabling them to preserve their self-respect. Instead of being buffeted about, becoming disheartened and embittered by the adverse circumstances of life, the physically handicapped of New York State who are susceptible of being returned to gainful occupations now have this opportunity and many of them are availing themselves of it.

Age, education, skill and loss of function

<i>Age</i>		<i>Education</i>	
Under 21 years.....	140	Illiterate	9
21-30 years	168	Non-English speaking	1
31-40 years	150	Never attended school.....	30
40-50 years	101	Fourth grade or under.....	94
51 years and over.....	53	Grades 5-8	354
		Some high school.....	93
	612	High school graduate.....	31
<i>Skill</i>			612
Labor	220		
Semiskilled	217	<i>Loss of use of parts</i>	
Skilled	102	Hand	85
In school	5	Arm	37
No occupation	32	Foot	16
Miscellaneous	36	Leg	77
		Eye	27
	612	Multiple	21
		Other	349
			612

Nonrehabilitation cases. The Bureau receives notice of many persons having been injured whose injuries do not incapacitate them from following their usual occupations. All such persons, how-

ever, receive the attention of the Bureau to determine whether or not they are in need of, and susceptible of, rehabilitation.

During the year there were 3493 nonrehabilitation cases, 3238 men and 255 women. Of these 299 were not found; 174 declined service; 2123 did not need the service of the Bureau; 150 were not eligible under the law; 433 were not susceptible; 68 disappeared after contact with them had been made; 35 were deceased and 211 cases were closed for various other reasons.

The fact that 2297 did not need or declined the service of the Bureau indicates that a large number of persons receiving serious injuries surmount their handicaps without the help of the State but that they decline the service in 1 year does not mean that they will not ultimately return to the Bureau for advice and guidance.

Maintenance. Under the law maintenance may be furnished trainees of the Bureau when necessary. During the year seventy-three trainees were furnished maintenance from the special insurance fund, amounting to \$7942.06, and seventeen trainees (not compensation cases) were granted \$1475 from appropriated funds. It was necessary to furnish maintenance for only ninety trainees because other resources were available for the others. When a trainee can provide his own maintenance, or his friends or employers will provide it, maintenance is not furnished by the Bureau. Many of the most successful cases of rehabilitation were made possible, however, by the Bureau's having a maintenance fund.

Artificial appliances. Under the law the Bureau can furnish artificial appliances for trainees at cost, thereby enabling those who are in need of such appliances to secure them at a considerable saving and pay for them in easy instalments. When it is impossible for a trainee to pay for an artificial appliance, after 12 months the account is closed. During the year appliances were furnished twenty-six trainees at a cost of \$2880.67, and at the close of the year all but \$974.50 had been returned. These rebates become a revolving fund for artificial appliances and apparently the fund will soon be sufficient to maintain this phase of the service.

Medical and surgical treatment. Careful attention is given to the physical condition of all trainees but it is not often necessary for the Bureau to expend money for this purpose. Employers, the insurance companies and others usually assume this responsibility but it is frequently necessary for the Bureau workers to advise with physicians and surgeons, hospitals and nurses in order

that the physical reconstruction of disabled persons may be completed.

Growing cooperation. The year was marked by closer cooperation among the state departments and a broader and more intelligent understanding of the provisions of the law on the part of insurance carriers and the physically handicapped themselves. The staff has passed the first stages of experience in this difficult field and are now working with more facility and assurance in helping to solve the many baffling human problems which come to the office of the Bureau. It is apparent that there are large possibilities in the field of vocational rehabilitation of the physically handicapped. Economic and social wastes can be greatly reduced. A large number of citizens who receive permanent, partial disabilities can be restored to economic usefulness, and lead independent, self-respecting lives, instead of being cast upon a human scrap heap by the maiming hazards of modern life.

Typical cases. J. D., a man 42 years of age, with a wife and two children, was employed as a heater's helper in a steel plant. After a draw of molten metal, inadvertently a bucket of water was thrown upon the hot slag causing a great cloud of vapor to rise in the mill. He stepped back quickly from the mouth of the pit just as an engine was pushing some cars through the mill. The engine caught his left leg and injured it so seriously that it had to be amputated. After his hospital experience his compensation was to be determined. He thought that if he could secure a lump sum payment of several thousand dollars, he would establish himself in the grocery business. As he was a man of intelligence and some force of character, the lump sum award was made, but he did not go into the grocery business, but moved his family into a better apartment, secured some new furnishings, traveled around spending his money, and commenced to be an idler. His case was called to the attention of the Bureau. One of the workers analyzed his case thoroughly, discovered that he had a partial high school education, wrote a good hand and was quick with figures. The agent learned that more than one-half of his compensation money was spent and that he had no job and no idea of how to get one. It was suggested that he take a course in a commercial school to be trained for clerical work. To this he assented, and after a few months in an approved commercial school, he was returned to the auditing department of the steel company where he had lost his limb. His initial wage was \$75 a month. Within 6 weeks it was increased to \$110. He subsequently received his

third increase and as he is skilful and interested in his work, he apparently has a life job.

H. W., a young girl just 15 years of age, the eldest child of a workingman, was compelled to leave school at the end of the eighth year to go to work in a die-casting plant. She was assigned to a punch press, which was not properly guarded, nor was she instructed concerning its hazards. After a few weeks' work, as she was endeavoring to remove some material from the press by hand, the press tripped, snapping off the ends of eight fingers. She was immediately sent to the hospital. Later her case was called to the attention of the Bureau, and a worker went to see her. He expressed deep sympathy for her misfortune and told her that as soon as she was able, the State would furnish her training in order that she need not work again in a metal factory. The injury, however, was a great shock and after leaving the hospital, she was obliged to remain at home for several months, when it became obvious that something must be done to prevent a complete nervous breakdown. The subject was canvassed carefully with her physician and family, and she was inducted into a business school. Within the first few weeks there was a decided change. She studied and began to forget thinking so much about her disability. At first she was only being trained for a clerkship in which she maintained an average of 85 per cent. By this time it was evident that she could become a stenographer provided the index finger of her left hand was operated upon again, the bone shortened and the end padded with flesh. The second operation was performed and when the finger healed, she was able to operate the typewriter. Within 1 year of her injuries, she had completed her course and was placed in a large department store as an entry clerk at an equivalent wage to that which she received as a press operator, and with the prospect of an advancement. Instead of a young girl in idleness because of maimed fingers, she is a useful member of society, earning her own living, and growing in strength of character.

P. S., 29 years of age, with a wife and one child, was working for a motor company when he seriously injured his back. The injury rendered it impossible for him to do heavy work again. He was called to the attention of the Bureau by a vocational school where he was taking night lessons in ignition and lighting. This seemed to be the line which he should follow, and arrangements were made for him to change to the regular classes, thereby shortening his course of instruction. After 20 weeks in the school,

he was placed as a mechanic in a service station at an initial salary of \$25 a week. At the end of the first month his salary was increased to \$27.50. Three months later he was made superintendent of the electrical repair department at \$40 a week. The proprietor reports that his business has improved since P. S. became superintendent. He is a skilful mechanic, competent as superintendent, and growing intellectually. He expects to take further training in bookkeeping and office procedure that he may be able to manage a business of his own.

F. F. had paralysis in her right arm. She could move the fingers, but could not raise the arm. A social agency which became interested in her recommended that she learn typewriting and stenography. She was given some lessons. It then appeared that the right arm limited her too much in the touch system of typing to make a success of the work. The Bureau sent her to a trade school to take an "industrial test." It was reported that machine operating was the most suitable work since she did not have to handle heavy garments. The Bureau placed her with a concern which makes leather hat bands and she is now helping on the hemstitching machine. In the evenings she is attending the trade school and perfecting herself in the work.

J. K., 35 years of age, married, with two children, was sent to the Bureau from one of the hospitals, suffering from a functional trouble of the heart. He had been an iron worker earning about \$36 a week but had not worked at his trade for more than a year. During his illness he was aided by charitable organizations and at the same time he worked a little at painting toys. Not receiving much return for his effort, he was exceedingly despondent over the outlook. The Bureau gave patient attention to his case, consulted with the hospital and others in order to put him in a job that would be suitable for him. It was finally decided to try him in vulcanizing and tire repairing. He was placed in an institution to be trained in this line of work, but regular physical examinations were given at the hospital in order that any bad effects from the work could be noticed at once. In less than a month the medical reports showed a marked improvement in his condition. The man's interest and application resulted in his rapid progress and at the expiration of 3 months' training, he had shown such efficiency that the school made him an instructor. They also obtained for him a position in teaching 2 nights a week. Since that time his wages have been increased and both he and his employer are entirely satisfied.

HEALTH EDUCATION

Prepared by William A. Howe, Chief, Medical Inspection Bureau

The staff employed in the work of school medical inspection has continued as during the preceding school year. There has, however, been a very definite effort to reach out into every part of the State in order that the service of the Bureau might reach as many centers as possible throughout the school State. Every county of the State with the exception of three has been visited by the members of the staff during the year. Special problems took the members of the staff into certain counties many times. The three counties not visited will be given special attention early the coming year.

As an indication of the extent of the visits on which written reports were submitted and followed up, the following table of visits by the several members of the staff may be of interest.

Doctor Howe	33 counties	Doctor Sherman	28 counties
Doctor Barrows	32 counties	Mrs Mascot	27 counties
Doctor Meaker	26 counties	Miss McCormick	28 counties

Three hundred fifty-eight cities or villages or communities throughout the State were visited or revisited, and in connection with these official duties 119 various agencies or organizations were consulted or assisted by the different members of the staff. Fifty-nine different agencies or organizations with their various subdivisions cooperated with the Bureau in its field activities. Many of these organizations are powerful agencies and have been of great assistance. While the activities of the staff are specialized the various members of the staff have given every possible assistance to the various educational authorities. There has, furthermore, been a studied effort to avoid a duplication of work and needless travel.

School Medical Inspectors

There is, as may be appreciated, quite a difference in the type of service that is being rendered in the various communities by the school medical inspectors. In some cities the board of education employs a highly trained and a highly efficient school medical

inspector whose full time is given to the professional duties of the position. In many smaller communities, on the other hand, the school medical inspector is employed merely on the basis of a stated fee for each examination made.

Full-time school medical inspectors are employed in Albany, Amsterdam, Auburn, Lockport and Poughkeepsie. In one city a salary of \$3400 is paid for such services while in another city the salary is only \$1800. In the village of Fredonia the board of education has recently engaged a full-time medical inspector at a salary of \$2200. Six years ago the same village paid less than \$100 annually for its school medical inspection. Several cities of the State employ two or more medical inspectors on part time. A majority of the cities of the State employ one part-time medical inspector. The time devoted by these part-time physicians to their duties as school medical inspectors varies from one-half hour weekly to 3 hours daily. The salaries paid vary from \$170 to \$1500 annually. The villages of the State as a rule employ part-time school medical inspectors. In the rural communities of the State the per capita examination fee usually obtains with correspondingly meager and unsatisfactory results. It is to be noted, however, that many of the school medical inspectors are taking an increasing interest in their work but justly complain that the salaries paid are not commensurate with the service expected or rendered. Adequate compensation for the school medical inspectors would do much to stimulate them to render far more efficient service and would bring vastly greater returns to the pupils in the schools in connection with the health education program. There is no reason why the State should not aid through proper financial assistance by means of apportionments such as are made to other types of school service. This service might well be subsidized by the State wherever a community will employ a full-time or half-time school medical inspector. If some reasonable provision for financial assistance were made through State appropriations, many cities and even villages would employ full-time school medical inspectors. Far greater efficiency would result in health work in the schools. Little, however, can be expected in the way of improvement in rural school health work through school medical inspection or through the help of school nurses or through reasonable nutrition work until there is a larger unit of taxation and supervision which will provide the machinery for putting such service into operation. A progressive program with the small unit district is totally impossible.

Oral Hygiene

In oral hygiene, as in other fields of school medical inspection, the work of the year has been resultful. In this connection it may be noted very properly that the loyal support given by the State Dental Society and by the entire dental profession to the work of the oral hygiene inspector has done much to popularize the work and to create a real demand for its further extension.

The Oral Hygiene Inspector has personally assisted in the development of the program in more than eighty communities throughout the State, has frequently spoken before various organizations and groups which during the year aggregated thousands of people, and has personally come in contact through school talks with more than 10,000 children in the schools.

There is cumulative evidence of the growing interest in mouth hygiene among school people and among social and civic groups. The oral hygiene committee of the State Dental Society has been active in its cooperation in promoting an interest in the importance of this phase of school health work.

Through the influence of the Bureau and other agencies and through the follow-up work and personal attention on the part of the Oral Hygiene Inspector several dental hygienists have been employed in the public schools throughout the State. This campaign for better and healthier mouth conditions is evidenced in the rapid development of the work and the larger part that is being played by the dental hygienist. Eventually the dental hygienist will probably occupy much the same relation to the dentist in school work that the nurse does to the physician. She apparently exerts the same stimulating influence as does the nurse on parents and children to prevent and correct physical defects.

The Oral Hygiene Inspector has cooperated closely with the Educational Measurements Bureau and the Mental Hygiene Bureau in making special dental examinations of retarded children. There is reason to believe that often there is a definite relation between bad dental conditions and mental retardation. This relationship existed in many of the cases examined by the Oral Hygiene Inspector.

In general, it may be said that there is every indication of a growing appreciation on the part of the school authorities and various public groups of the importance of this work as a vital phase of the school health program. Fifteen new communities during the past year have introduced this special phase of health work. Forty-

three cities, thirty villages and thirty supervisory districts are giving some organized attention to mouth hygiene among school children.

Nutrition

There is no phase of health work that is more important or that has moved forward more satisfactorily and more consistently during the past year than that pertaining to nutrition. The Supervisor of Nutrition has continued the development of the program of previous years and the efforts in this direction have produced results. In some respects, however, the work may seem to move somewhat slowly, but there is every indication that gradually but very definitely there is a growing sense of the importance of constructive work in this field in the communities throughout the State.

During the year the Supervisor visited forty-two communities in twenty-eight counties and cooperated with twenty-three organizations which were interested in nutritional problems of school pupils. Much work has also been done of a supervisory character in talks given to teachers in active service, to teachers in training in the state normal schools and in other teacher-training institutions, to pupils, to parents and to various civic as well as educational organizations. Five lectures on nutrition were given to all the teachers of the cities of Poughkeepsie, Utica and Amsterdam. Three such lectures were given to the teachers of the city of Troy. Single lectures were given to the teachers in several other cities and villages of the State.

Through the activities of the Supervisor much has been done to promote milk feeding for the undernourished children; the hot lunch in the rural schools has been extended to many new communities; there has been developed a real popular interest among pupils and parents in food values and in better food habits. In addition the Supervisor has prepared several valuable papers on practical subjects in this field, such as "The Application of General Methods to the Teaching of Nutrition," "Resources in Nutrition," "Nutrition Work in Public Schools."

School Nurse

During the year there has been a growing interest in the service of the school nurse in connection with the health program. More and more throughout the State are communities appreciating the value of such service, and as a result more communities are employing full-time school nurses. Approximately 270 school nurses have

qualified as health teachers through taking the educational professional courses required.

In many respects the school nurse becomes one of the most important factors in a successful school health program. The State Supervisory Nurse has carried forward the program of previous years in developing an interest in this work in new communities, and in assisting extension of the work in communities where the work has already been established, has held group conferences with school nurses and with teachers, has spoken before the students in the various teacher-training institutions and normal schools, before various civic organizations cooperating in the school health program and has promoted the development of the work in every possible manner.

In this field, as in other phases of the health service, the work in the rural communities is very seriously handicapped through the lack of a proper administrative unit. Even in this field, however, some constructive work has been done through the activities of district superintendents where a group of districts have been brought jointly to a realization of the larger service which might be available to them as a group of districts through the employment of a school nurse. This work has been extended during the year also through the very helpful interest of the State Congress of Mothers and Parent-Teacher Association. Full-time school nurses have been employed in six additional rural supervisory districts during the year.

Summary of Statistical Reports

Annual reports on school medical inspection are received by the State School Medical Inspector from all cities of the State except New York, Rochester and Buffalo, also from every village employing a superintendent and from every supervisory district. Although the reports are submitted on uniform blanks and definite directions are given for their preparation, they vary widely in their completeness and accuracy. Many serious omissions are made, and errors are of course frequently found. As may be expected, the reports from cities and larger villages are in most instances more complete and better prepared than those from the rural communities. This is, of course, clearly explained through the more effective type of medical inspection service and more efficient personnel in this service employed for the work in the larger communities.

In the cities, villages and rural communities covered by these reports 595,993 pupils were given physical examinations by physicians during the year 1922-23. This indicates that 46,497 more pupils

were examined during this year than during the preceding year. More and better physical examinations were made this year than during any previous year. It is important to note that in nearly all cities the children are stripped to the waist during the examination. This plan, so essential for a thorough physical examination, is growing in favor and is meeting the support and cooperation of parents generally.

It may be of interest to note further that 82 per cent of all the children in the small villages and in the rural communities were given physical examinations, as compared with 80.6 per cent in larger villages and 72.4 per cent in cities. In seven of the past eight years, a larger percentage of the rural school children have been given physical examinations than of those in cities and in large villages.

In fourteen of the fifty-six cities every pupil was examined by a physician. In many other cities more than 90 per cent of the registered pupils were examined. In a few of the cities, noticeably Albany with 18 per cent and Oneida with 19 per cent, the percentage of physical examinations made was very low. In some of our larger and efficient city systems not more than 55 per cent of the pupils were given annual examinations. This was due in most instances to local complicating conditions that demanded extra time of school medical inspectors and nurses.

In thirteen of our villages under a superintendent every child was given a physical examination. In many other large villages nearly all of the children were given the annual examination. LeRoy gave the least attention to the physical examination of the school children. Dansville with 18 per cent was also low in rank. There were several villages in which the examinations ran from 40 to 50 per cent.

Three supervisory districts, Essex no. 2, Franklin no. 4 and Wyoming no. 3, reported 100 per cent of physical examinations of registered pupils. High percentages of physical examinations were reported from many supervisory districts, while in others far less attention was given to this phase of the work.

For the past 2 years, reports have been submitted on the number of normal children. The results were as follows:

1921-22.....	35.1 per cent reported normal
1922-23.....	42.2 per cent reported normal

These figures are not reliable, nor do they indicate the relative frequency of normal and abnormal children in our public schools. In a few years, however, we shall be able to reach a more reliable conclusion regarding this interesting question. Should we regard

a normal child as one who is not suffering from any physical defect that interferes with its physical or mental development, we would find the above figures far too low. On the other hand, should we classify all children with minor dental defects as physically sub-normal, the figures would be far too high.

There were 594,045 physical defects reported during the year. This is 24,251 more than were reported for 1921-22. In thirty-eight cities more physical defects were found than during the preceding year. In seventeen cities fewer defects were reported than for 1921-22. The material increase in the number of defects found is particularly noticeable in certain cities in which incomplete physical examinations were made in previous years. This increase may also be due in part to the better physical examinations that are now being made in many cities. In the group of cities showing a reduction in physical defects, we find some of our best organized systems of school medical inspection.

In any community where for several years defects have been recognized and treated, where corrective measures have been taught and applied, where parental and educational interests are concerned with health, where united efforts are made to get well and to keep well, we find a steady reduction in the number of physical defects among school children. This ideal condition we find developing in several parts of the State.

For every 1000 children examined the following number of physical defects were found:

In cities	1 006
In rural schools.....	1 003
In villages	940

This is the first year when relatively more physical defects were found in cities than in rural communities.

During the year 1922-23, 276,242 physical defects were corrected or treated. This is 46.3 per cent, or nearly one half, of all of the defects found. The cities led in corrective work with 67 per cent, the villages came next with 53.3 per cent, and the rural districts last, as usual, with 30.9 per cent. There were 29,081 more defects that received attention this year than in 1921-22. Many cities, several villages and some supervisory districts are doing excellent work in corrective service.

Our most difficult problem in corrective work continues to be in the rural districts. This will remain so until provision can be made to encourage rural communities to utilize school nurses and

until urban influences along preventive and corrective lines can be extended into outlying districts. This phase of the problem is also closely related to the small and ineffective school unit in rural communities.

It is, of course, impossible to estimate the effect on human life that has been exerted by this corrective work. Most of it will endure for a lifetime, and will even be felt in the next generation. No one has ever attempted, nor is it possible, to place on it a monetary value.

PHYSICAL EDUCATION

Prepared by Daniel Chase, Chief, Physical Education Bureau

There was no change in the personnel of the staff during the year. The Bureau consists of the Chief, two assistants, whose time is given largely to field work, and one stenographer.

Voluntary assistants have been used from time to time from the physical training departments of the state normal schools and from many of the cities. With this assistance it has been possible to continue the activities of previous years in carrying forward the conferences of the rural teachers and also in conducting and checking up the results of the statewide physical ability test.

In connection with the regular routine work which has been maintained throughout the year, the staff has endeavored to check up as closely as possible teachers who are employed on limited certificates, and to visit school systems asking for particular assistance in organizing their programs, and otherwise cooperating in the formulation of plans for the physical education work in new buildings and in the laying out of athletic fields. There has been a very satisfactory and progressive development in improved physical equipment in many centers throughout the State. The staff has also assisted in conferences of teachers in large as well as small centers and has rendered aid wherever possible in connection with field days and athletic programs.

It will be appreciated, of course, that the staff has been unable to meet all the requests for help at teachers conferences, although some member of the Department staff was present at one or more conferences in practically every county of the State. The requests for assistance in connection with campaigns for securing better facilities were more numerous than usual, and these campaigns were generally successful.

New Playgrounds and Athletic Fields

During the year 1922 cities and towns of more than 4500 inhabitants secured eighteen new athletic fields for the high schools and equipped sixteen new elementary school playgrounds. Smaller towns and villages were also very active in securing new play equipment, although accurate figures are not available. Some of the

larger places to improve their equipment are Elmira, Buffalo, Saratoga Springs, Port Jervis, North Tarrytown, Poughkeepsie and Gloversville. One hundred new gymnasiums were built or started during the same period.

This new equipment will mean much improvement in the program of physical education of these places. The children in these places will have a better chance to benefit from the physical activities required by the State. The day is doubtless not far distant when every school system will have both its indoor and outdoor health laboratory.

Such sights as one can see in these laboratories! No long faces of pupils grudgingly devoting themselves to their assigned tasks, but glowing, radiant countenances eagerly participating in the prescribed activities and training themselves in Nature's own way. On these playgrounds muscle is being made, lungs lengthened, hearts strengthened, while an even more important work is going on. The lessons of team work, loyalty and good sportsmanship are being learned.

Nearly 1000 specially trained teachers and supervisors are employed by the schools to direct these character forming and health building activities. They are supplemented by the 50,000 classroom teachers who give short relief drills and recreative exercises at least 4 times daily, and help supervise the play of the grade children.

There are more than 1,800,000 children in the public schools of New York State. Most of these are compelled to attend by the compulsory attendance law. As the schools provide more ball grounds, basketball courts and swimming pools as well as coaches and trainers to teach them how to do well the things all normal children naturally want to do, the need for drastic laws and truant officers will disappear. That personality is developed through physical education is an accepted fact. Thirty-six states have followed the lead of New York since 1916 and have enacted laws similar to the Welsh-Slater act.

The great increase in the number of gymnasiums, playgrounds and athletic fields in the past 2 years, in spite of the high cost of living and materials, indicates that the taxpayer has become interested in this phase of education. The school community that does not have this equipment for its pupils must soon consider itself behind the times and out of date, not keeping step with those who pride themselves on providing their children with the fullest opportunities for complete educational development.

Surveys in Small High Schools

During the year a survey was made of the work in physical education as carried forward in all the small high schools of the State, the survey including those schools with less than twenty teachers, not required by law to employ a specially licensed teacher of physical education. The information was gathered in the first instance by means of a printed questionnaire distributed through the district superintendents and by personal visits wherever possible.

A careful study of these reports was made, and the result shows that the work in physical education in many of these schools is not satisfactory. The attention of district superintendents and presidents of boards of education has been called to the needs for improvement in these schools, particularly where the situation was serious. In some cases, rather severe measures were taken to secure for the boys and girls in these schools the benefits to which they were entitled under the provisions of the state program.

In many of these smaller schools, however, the work is proceeding very satisfactorily. There is to be noted a marked gain over previous years. It is of special interest to note that approximately 100 special teachers of physical education are employed by these schools which under the law are not obliged to engage such an instructor. The school authorities, however, find that the state program and the needs of the local school and community can not be adequately met without such special help. These communities are to be highly commended for their progressive attitude in this important phase of health education.

Supervision of Interscholastic Contests

The policy of assisting the high schools with the development of higher standards of sportsmanship in interclass and in interscholastic contests was continued. The results of these efforts have been most satisfactory. The establishment of uniform eligibility rules inaugurated last year in connection with the basketball season was continued and the second annual tournament was conducted. An excellent spirit was shown throughout these contests, and there was every evidence of high standards of sportsmanship on the part of the schools and the members of the individual teams.

The principals and superintendents were brought together in the fall and assisted in organizing a new statewide athletic association which eventually may have jurisdiction over all interscholastic athletic activities. For the past year the objective was to conduct

a statewide track and field championship. The objective was attained, and 162 schools were enrolled in the state association. Under its auspices fourteen sectional championships were held and were followed by the state grand championship.

There was a noticeable improvement in standards of sportsmanship and a better understanding of the true purpose of athletics among all school authorities.

Statewide Physical Ability Test

The fourth annual Statewide Physical Ability Test was conducted under the auspices of the Bureau. This contest included all the boys and girls above the sixth grade in the public schools. The physical ability of these pupils is indicated by the ability to run, jump, throw and climb (the four fundamental muscular operations of the human mechanism). Results show that the all-around efficiency of pupils in the schools has been increasing. For example, the total score of 80 per cent of the boys and girls of the village of Patchogue 4 years ago was 49 points, the following year it was 54 points, last year it was 59 points and this year it was 63.2 points. The gain in the ability of the girls has been the most marked and shows the result of a physical education program which for the past 6 years has been in statewide operation requiring a certain amount of physical training for all boys and girls in the schools of the State.

Last year the state grand championship was won by the village of Walden in Orange county. Its score was 61. In 1921 the town of Savannah, Wayne county, took first honors, and in 1920 the village of Southold, L. I. won the championship. This year first place again goes to a Long Island village, Sayville. This school has taken an active interest in the events throughout the year with the result that the final score was 68.1. Second place this year goes to Johnson City, and third to Patchogue.

Reports indicate that more than 300,000 children were reached directly or indirectly through these individual testing activities. The score of each child is kept from year to year, and the growth and ability are thus recorded.

Higher Professional Standards

Much attention has been given during the year to the necessity of higher professional standards on the part of special teachers in the field of physical education. This Bureau has cooperated with

the Bureau of Teacher Training and Certification in the preparation of three-year courses of study, three years now being the minimum period for the professional training of special teachers in this field as in other fields. The Bureau has assisted the authorities at the Cortland State Normal School in planning their new course in physical education, where the State is centering its special activities for the training of teachers in this field. The supply of fully trained teachers is larger than in previous years since the Physical Education Law was inaugurated in the State. The gradual strengthening of the requirements for securing a special license to teach physical education has resulted in a marked improvement in the work in this field throughout the State.

The course as it has been developed in Cortland is being used in evaluating other courses in special schools for the training of teachers in this field.

Other Activities

The members of the staff during the summer of 1922 visited the state normal schools where work in physical education was being conducted. The staff assisted with the program at the Oswego State Normal School and at the Cortland State Normal School and also assisted with special lectures at Syracuse University and at Cornell University.

The members of the staff had charge of the physical welfare activities for the junior project boys and girls at the State Fair at Syracuse. In this work they were assisted by the instructor in physical education of the Potsdam State Normal School. Special demonstrations of physical education activities for rural schools were given.

In connection with the program for the teachers of physical education and hygiene at the annual meeting of the State Teachers Association, the Bureau assisted with a special report on athletics for girls. A study of this problem was made during the year and is being continued.

There has been a close cooperation between the Physical Education Bureau in this Department and similar bureaus in other states. There has been close cooperation with the national authorities at Washington, which has been of help to New York and in connection with which New York has rendered every possible assistance to the development of the program of physical education in other states.

Superintendents and principals and school authorities throughout the State have cooperated splendidly in connection with all pro-

grams and in helping forward the state policy. Two of the larger school systems of the State have been carefully studied during the year and constructive recommendations made. Furthermore, there has been a noticeable improvement in the work in practically all cities and villages. Any marked improvement in the rural situation must necessarily await the establishment of a larger unit of local control and school administration. Progressive steps in the field of health and physical education as well as in other phases of a school program are extremely difficult if not impossible of marked improvement with the small district unit such as obtained in the rural communities of New York.

VISUAL INSTRUCTION DIVISION

Prepared by A. W. Abrams, Director of the Division

Accessions during the Year

Number of negatives made or purchased.....	556
Number of negatives classified.....	448
Number of slides made: plain 28 662; colored, 8 931.....	36 993
Number of photographs made.....	724

The relative number of negatives, slides and photographs added any year is contingent upon the opportunities that arise to procure desirable negatives, the number of new studies that are completed and the demand for additional slides for subjects previously announced. The average number of negatives added annually since 1911 is 1193. The number added for the year 1923 was the smallest during this period except in 1920. On the other hand, the number of slides made was the largest in the history of the Division, the average from 1911 to 1923 being 19,748.

The number of negatives classified during the year was 448, bringing the total to date 7962. The number of negatives classified and permanently accessioned during any year does not, however, represent the whole amount of work done during that time in organizing new material. Several studies are carried forward simultaneously and the number of negatives actually classified any year depends upon the number of studies completed. Besides, some studies involve much more research than others.

The number of photographs added is smaller than for any previous year except 1918 and 1921, the average for the whole period being 1304.

It is not thought advisable at present to extend very rapidly the photograph collection. Mounted prints might be used to advantage in rural schools for direct teaching and in larger schools as supplementary to the slides, but the Division staff is not large enough to handle the amount of work involved in a full service through prints. Theoretically, prints are offered corresponding to all slides announced. Most negatives procured are large enough for making contact prints suitable for school use. It would be worth while to stimulate the use of pictures in this form. It should soon be made possible to offer such visual aids at least in selected groups,

but until special lists can be prepared it is inadvisable to stimulate their use.

Loans

The following table shows the number of slides lent during the year. For the purpose of comparison the record is given also for the 4 years immediately preceding. In interpreting the table one should have in mind that all loans for the four-week period must be made by call number, that lecture sets are lent for 1 week only, and that the special set on South America is lent for a quarter of a year.

TABLE 45

Year	4-week borrowers	Slides ordered by call number		South America, lent for 10 weeks		Ordered by sets 1 week	Total slides
		4 weeks	1 week	Borrowers	Slides		
1919	267	149 003	45 505	.....	.....	123 618	318 126
1920	253	152 564	42 234	194	35 621	162 339	342 758
1921	261	158 991	62 996	257	46 003	161 611	429 601
1922	265	167 370	93 754	277	65 649	195 106	521 879
1923	180	162 423	110 784	298	70 626	167 619	510 592

This table shows that there was a steady and rapid increase in loans from year to year until 1923, when the total fell off 11,287, or 2 per cent.

The decrease in loans for the year was due chiefly to the loss for nearly the whole year of the assistant in charge of production and an unusual amount of sickness among the staff, which made it impossible to follow up as closely as usual the organization of new slides and the loan service.

Another factor was the fact that requirements for registry for the use of slides for the four-week, or monthly, period were much higher than before so that only 189 schools were registered as against 265 in 1922. It is significant, however, that while the registration declined 28.6 per cent the number of slides lent on the four-week basis dropped off only 2.9 per cent. At the same time twenty-one more schools than the previous year used the South America collection for systematic classroom work, adding 4977 slides to the total lent. At the same time, the number of slides ordered by sets, used for entertainment, extension work and supplementary exercises, dropped 27,487. In other words there was a decided gain in the use of these educational aids for serious instruction.

Another gratifying fact shown by the table is the number of slides ordered by call number. This number is the largest in the history of the Division. Fixed sets, so-called lecture sets, are made up from classified slides announced in printed catalogs. They are general purpose groups of slides. Ordering by call number usually means that the borrower has a more specific and significant aim in using slides and selects accordingly. As shown by the above table 67 per cent of the slides lent were on South America or were ordered by call number and presumably used for serious study and 33 per cent by sets. Reckoning all loans on a "slide-week" basis, they were equivalent to 1,634,355 slides. Of this number only 10.2 per cent were asked for by sets.

The distribution of loans of slides among different classes of borrowers was as follows:

	<i>Borrowers</i>	<i>Slides</i>
Teaching institutions		
Normal schools	10	14 044
Teacher-training schools	2	3 726
City high schools.....	58	18 128
City elementary schools.....	219	166 579
Village schools under a superintendent.....	62	47 777
Other villages with academic department.....	256	132 807
Rural schools	48	15 533
Private schools	62	27 529
Universities and colleges.....	13	3 979
State institutions	17	8 218
Extension work		
District superintendents	15	1 512
Libraries	20	11 061
Churches	148	38 290
Other organizations	116	21 409
	<hr/> 1 046	<hr/> 510 592

The relative number of slides used by different classes of borrowers does not vary widely from year to year. Compared with the previous year city elementary schools gained 15,548, village schools with a superintendent 8865, other village schools 23,420, universities and colleges 129, and district superintendents 221.

During the year 4675 photographs and 226 wall pictures also were lent.

Inventory

At the end of the year a general inventory was made of negatives on hand, classified and unclassified; of tests and samples used as guides in making duplicates; of slides, photographs and wall pictures available for lending; and of slides in stock to be transferred later to the loan section.

Negatives

Classified, used for making slides for lending.....	7 962
Unclassified, to be considered for classification.....	5 873

Preliminary study has been given about 3000 of the unclassified negatives; that is, their organization has progressed to a certain extent and is likely to be completed soon.

Test Slides

A test slide is one carefully made to secure the best possible results in composition and quality. Such a slide is made from each negative when procured and is used as a guide in making duplicates, which must match it as to size of image, mat opening, tone and depth of printing. The number of tests corresponds closely to the number of negatives classified and unclassified respectively.

The original test is used as a working copy while making a final title and determining the place of the picture in some study. Sometimes this later study leads to the making of a new test of better composition or other features. The earlier test was formerly destroyed or if reasonably good was put into the loan collection. Now all tests are being permanently retained as such and are available for comparison in the effort to improve the quality of productions. From this time forward the number of tests will exceed the number of negatives.

Color Samples

A color sample serves the same general purpose in coloring duplicates that the test does in standardizing the making of plain slides.

Number of samples from classified negatives.....	2 717
Number of samples from unclassified negatives.....	842
Total	3 559

Samples have been made for 34 per cent of classified negatives. Not every sample, however, is used for making duplicates. Before a sample is ordered a judgment is made as to the need for color in the picture and the opportunity actually to improve the attractiveness and teaching value by the use of color. The colored slide is carefully compared with the plain one. Unless it is clear that color adds some positive value, the picture is used plain.

Slides in the Loan Section

	<i>Plain</i>	<i>Colored</i>	<i>Total</i>
In cabinets filed by call number.....	101 860	44 175	146 035
Arranged in fixed sets.....	43 270	23 054	66 324
Total	145 130	67 229	212 359

From this table it appears that approximately 68 per cent of the slides available for lending are plain and 32 per cent are colored.

The slides filed by call number constitute 69 per cent of the collection, those arranged by sets 31 per cent.

Plain Slides Made but not yet Transferred to Loan Section

When the first run of slides from a negative is made four copies are ordered. This practice, in addition to furnishing a test to be filed permanently as a guide, gives needed duplicate copies to work with in organizing studies and according to the scale of prices paid for slide making is cheaper than an initial order of one slide from a negative, even though some of the slides thus made are finally discarded as waste. The practice also means that a limited number of plain slides remain in storage until ready to be transferred to the loan collection. The number of such slides now "in stock" is 36,509, but about 25,000 of these will probably be transferred during the current year.

The total number of slides for circulation, in stock and used as tests or samples is 266,262, which includes a limited number of slides in Bickmore lecture sets, the study of physical geography, and others carried over from the old collection.

The whole number of photographs available for lending is 11,830, wall pictures, 507.

Wall Pictures Approved

More than 25 years ago the State began to apportion money to schools for the payment of one-half the cost of approved reproductions of standard works of art for schoolroom decoration purchased by them, on the same basis as apportionments for books and apparatus. The following table indicates the number and value of wall pictures approved for different classes of schools since March 1911, the only years for which records are now available.

TABLE 46
Wall pictures approved

	Cities		Villages with superintendents		Villages without superintendents		Rural		Academics		Total	
	No.	Cost	No.	Cost	No.	Cost	No.	Cost	No.	Cost	No.	Cost
1911.....	165	\$2 548.76	57	\$795.00	105	\$1 317.78	....	....	6	\$157.20	333	\$4 818.74
1912.....	352	4 890.27	203	2 917.88	292	3 463.55	....	....	....	....	847	11 271.70
1913.....	588	8 396.96	237	2 890.51	504	6 092.46	....	....	3	27.55	1 332	17 497.48
1914.....	409	5 243.97	177	2 102.37	391	659.23	....	....	....	....	977	12 005.57
1915.....	266	3 406.02	7	142.42	68	762.94	1	12.67	....	....	342	4 324.05
1916.....	....	....	....	....	....	....	....	....	....	....	....	....
1917.....	166	2 318.88	200	2 123.24	302	3 251.09	29	234.41	....	....	697	7 927.62
1918.....	25	437.80	85	966.61	180	1 912.81	38	239.89	....	....	328	3 557.11
1919.....	170	2 186.81	39	346.29	161	1 092.30	41	352.47	....	....	411	4 877.87
1920.....	116	1 627.53	18	545.00	142	1 580.98	34	256.58	....	....	310	4 010.09
1921.....	156	2 228.12	59	1 010.54	134	1 851.98	25	236.73	....	....	374	5 336.92
1922.....	114	2 222.42	37	578.06	146	2 316.99	24	285.12	....	....	321	5 402.59
1923.....	269	4 775.91	45	815.66	118	1 790.43	13	134.40	....	....	445	7 526.40
Total.....	2 796	\$40 283.45	1 164	\$15 233.58	2 543	\$30 992.09	205	\$1 752.27	9	\$184.75	6 717	\$88 456.14

During the latter part of 1915 and all of 1916 no apportionments for wall pictures were made. This was because of an interpretation made at that time of the law governing apportionments. This law was revised by making specific mention of "reproductions of standard works of art."

Until 1915 what was commonly known as the academic fund, from which apportionments were made, was available only for secondary schools, hence previously rural schools and elementary schools not directly connected with secondary schools received no state aid for the purchase of these pictures.

The table shows a marked falling off after 1914 in the number and value of pictures approved. This fact was directly due to the World War. Both thought and money were diverted from cultural ends. Further, all foreign publishing houses, which had been furnishing many of the higher grade wall pictures, withdrew their American branches and their pictures were practically unobtainable.

The number of pictures approved in 1923 rose again to 445 with a value of \$7526.40 and the interest in schoolroom decoration appears to be reviving. The number, however, of good reproductions of recognized masterpieces of art even now readily available is comparatively small and there are few active forces at work to bring such pictures to the attention of schools.

The total for the 12 years makes an impressive and significant showing. The annual state expenditure has been small but for the period it has resulted in placing permanently before a very large number of pupils of impressionable age 6717 pictures having a money value of \$88,456.14.

It means much that year after year as classes succeed each other in a particular schoolroom the minds of pupils are enriched by the study and daily observation of large pictures of real artistic merit. But these pictures mean even more than this. The placing of such works of art well framed and hung in a schoolroom is certain to banish to the basement or elsewhere the insignificant or tawdry things previously placed there to satisfy the natural desire for some sort of decoration. Good pictures suggest and require a good background, which leads to the treating of walls in a more appropriate and pleasing manner. Any one who compares the schoolrooms of today with those of 25 years ago can not fail to be impressed with the marked improvement that has been made

in them. Rooms, too, are better kept and pupils are much more orderly. Finding something that pleases them and that would be injured by rough conduct, they have an incentive for orderly behavior; their lives fit into their surroundings.

The table does not by any means represent all the wall pictures the schools have procured during these years. Many schools spend each year for books, apparatus, and reproductions of standard works of art more than provided for by their share of the state allowance, and purchase some pictures for which no approval is asked. New York City has only twice used any part of its state apportionment for wall pictures but every year purchases are made either with city funds or with money obtained from other sources. The same is doubtless true of other places.

That many schools have not kept in line with others in this matter is evident. Pictures have been approved during the period for 48 cities, 47 villages with a superintendent, 242 villages without a superintendent, 98 rural districts in 31 counties, 21 of these being in Otsego county.

There are eleven cities that have called for no state money for wall pictures in the 12 years. Of the fifty-six villages with a superintendent, nine have had no pictures approved during the time. Nearly two-thirds of the villages without a superintendent have not been heard from in this matter. In one-half the counties of the State not a rural school has shown an interest in art reproductions that has led to the approval of any pictures. For the most part the rooms in rural and small village schools give little or no evidence of art appreciation on the part of those responsible for them.

Likewise in the cost and presumably the quality of pictures the larger centers lead the smaller ones.

Average cost of pictures approved

For cities	\$14.41
For villages with a superintendent.....	13.08
For villages without a superintendent.....	12.18
For rural districts	8.51

The average cost of pictures approved for cities and villages rose from \$12.58 in 1911 to \$15.17 in 1923.

The influence of the Division in this matter of wall decoration is even greater than the figures themselves show. Few pictures are approved until correspondence has been conducted with the

school through which standards are presented that lead to a final selection other than was at first made. Sometimes advice is sought of the Division even when an apportionment is not asked. Experience gained by teachers at the time remains potent later and is sometimes transferred to a different community. Art appreciation is all the time being cultivated. A collection of slides and photographs for schoolroom decoration continues to do good service.



EXAMINATIONS AND INSPECTIONS DIVISION

Prepared by Avery W. Skinner, Director of the Division

Students of education have in recent years been deeply concerned with the problems of secondary education which have arisen as a result of the enormous growth of our high schools. It is said that there are more than two million pupils enrolled in American secondary schools and that these represent almost all grades of native capacity above the moron and almost every type of educational need.

Less than 25 years ago the clientele of the public secondary schools was a relatively homogeneous and select body; now it is heterogeneous and representative of all social ranks and of all types of intellect. Then we were concerned because so small a proportion of our pupils went beyond the elementary school; now in some quarters the fear is expressed that the American people are being overeducated. This influx has naturally brought about a radical change in the character of secondary education. The purely academic and cultured courses of study have held their own but there has grown along with them a broadened curriculum intended to satisfy the vocational and industrial needs of a large mass of the new type of secondary school pupil. It has also been a marked factor in the development of the junior high school movement with its differentiated courses and its attempt to diagnose the capacities and tendencies of its clientele and to direct their selection of and preparation for a proper course of study in a more varied program of the senior high school.

Here in New York State we have had more than our share in the tremendous rush for secondary education which has been going on in recent years. In the country at large since 1890 the number of public secondary schools has increased from less than 3000 to 14,000, and of all secondary schools from 3000 to 16,000, while in New York State the increase in the secondary schools affiliated with the University has been from 325 to 1037. Within the same period the number of pupils attending public and private secondary schools in the United States has increased from about 300,000 to more than 2,000,000, while in New York State the increase has been from 49,500 to 325,000. In comparing these statistics it is of especial interest to note that while from one-fourteenth to one-sixteenth of all

secondary schools are within the borders of the Empire State, we have more than one-eighth of the total secondary school enrolment of the United States.

What we are witnessing, of course, is the reflection of a general state of prosperity which has disposed of the old rule that for the great masses of the people education stops with the grammar school. In our large cities and especially in New York City with its large foreign element, the tide toward the high school is the inevitable sign of the rise in the social scale of one racial stratum after another. The children of the foreign born too often stopped with the grammar school. Their children in turn moved on to the high schools, and, as the returns are beginning to show, to the colleges. To this extent at least we are here in New York State fulfilling the modern conception of the function of public secondary education and are offering in increasing measure to every child in the State educational opportunity according to his capacity, his needs and his ambition.

We need only to call attention to the growth in secondary school registration in the past 4 years to illustrate forcibly how recent this rapid expansion has been in New York State. In 1919 there were 197,000 pupils enrolled in the secondary schools of this State; in 1923 the statistics when completed will show an approximate enrolment of 325,000, or an increase of 65 per cent in 4 years. The increase of 1923 over 1922 alone is in number 52,000 and in percentage 19 per cent. The curve of high school growth here continues to show an amazing upward swing. The development of evening high schools, of summer schools and of junior high schools contributes also to the expansion of educational opportunities for secondary education. The growth affects all phases of a centrally controlled state system of schools and immediately leads, at least in quantity, to an expansion of our examination activities.

The accompanying graph brings a graph published in the last annual report down to date and presents in an illuminating form the recent rapid expansion of secondary schools in this State.

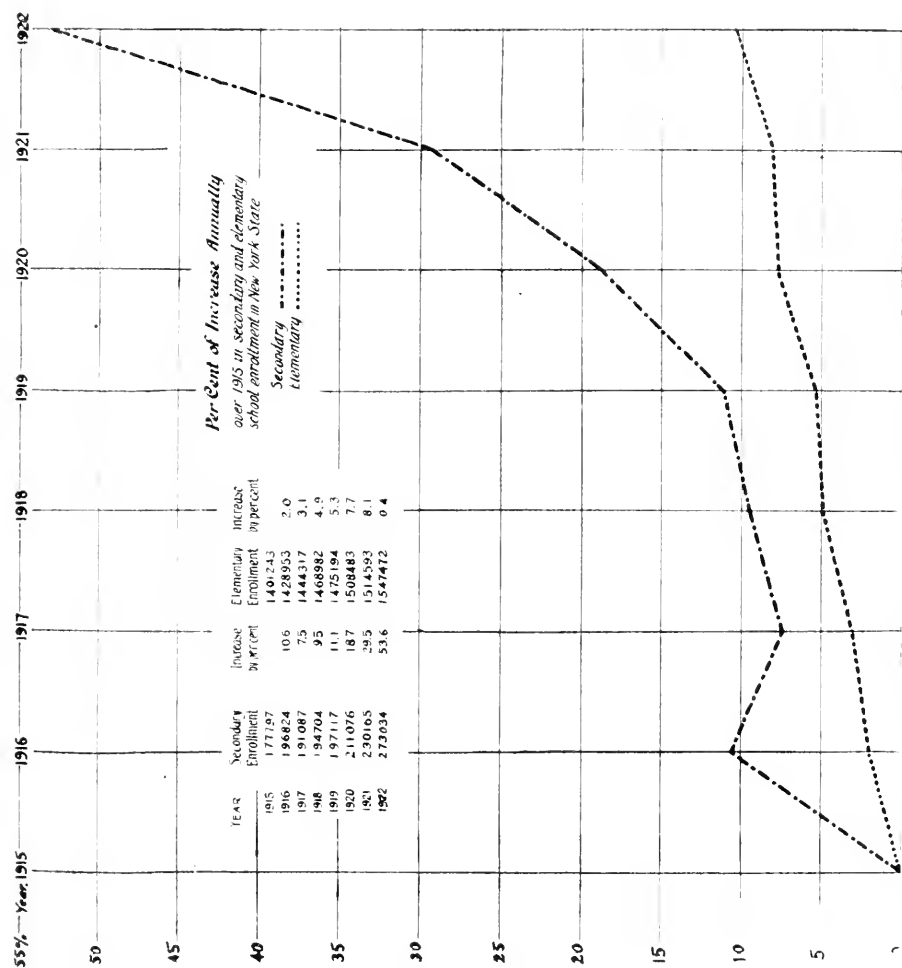


Chart showing per cent of increase over 1915 registration in secondary and elementary schools

When we examine the sources of this increase, we find that the greatest growth in high school population has been in cities of the second class. The State as a whole shows now 40 per cent growth in secondary enrolment over 1918 while cities of the second class show a gain of 49 per cent. The percentage of gain in cities of the first class (42 per cent) is slightly greater and of cities of the third class (37 per cent) slightly less than the state rate of 40 per cent. The following table will set forth the facts of this growth in comparison with the much slower growth of the grammar schools. It would seem to indicate that our special problem is concerned less with the elementary school, of which people usually think when they speak of the public schools, than with the high schools. It suggests also that if these crowded high schools are an evidence of economic progress among the masses, this is no reason for a complacent acceptance of the situation as one in which the good outweighs the evil. A State that is rich enough to send its children into the high school increasingly by scores of thousands each year is rich enough to support adequately the centralized state authority charged with the duty of directing their education progressively and effectively.

TABLE 47
Registration of elementary and secondary pupils in the cities of New York State

Year	Cities of the first class				Cities of the second class				Cities of the third class			
	Elementary		Secondary		Elementary		Secondary		Elementary		Secondary	
	Per-centage increase over 1917-18		Per-centage increase over 1917-18		Per-centage increase over 1917-18		Per-centage increase over 1917-18		Per-centage increase over 1917-18		Per-centage increase over 1917-18	
	Enrolment		Enrolment		Enrolment		Enrolment		Enrolment		Enrolment	
1917-18.....	919 155		94 027		88 809		11 449		125 743		23 171	
1918-19.....	928 209	9	92 062	2.0	92 311	3.0	11 885	3.8	129 231	2.7	23 768	2.5
1919-20.....	949 036	3.1	99 048	5.3	92 397	4.0	13 218	15.4	134 690	7.1	25 624	10.5
1920-21.....	949 785	2.3	9107 550	14.3	96 049	8.1	14 019	22.4	138 810	10.3	27 530	18.8
1921-22.....	961 287	4.5	9133 845	42.3	95 580	7.6	17 122	49.5	137 687	0.4	31 917	37.7

^a Excluding 39,916 pupils registered in evening high schools of New York City.

^b Excluding 35,399 pupils registered in evening high schools of New York City.

The facts which are here presented and the statistics of examinations and of inspections attached to this report present forcibly again the expansion of the work with which this Division is charged. This expansion is occasioned (1) by the continued and unusual growth of our high schools with a resultant augmented volume of examination papers and an increased demand for the services of our supervisors both in the office and in the field; (2) by the much more extended use made of our examinations in the city of New York; (3) by the rapid development of approved special courses; and (4) by the greater amount of time given by the supervisors to assisting in teachers conferences and in county associations. Contributory factors related to these are the growth of our preprofessional examinations and the evaluation of academic and collegiate education of the candidates for qualifying certificates admitting to professional study and the recent development of evening high schools, of junior high schools and of summer high schools.

Each year there are more schools to inspect, more courses to approve, more examination papers to consider and, above all, more office records than the previous year. We have brought about marked economies in certain phases of the office work, notably in the simplification of our report and diploma forms and in shifting to the village and city superintendents the responsibility of issuing their own preliminary certificates. Notwithstanding these economies, there are marked increases in the number of records to be prepared for various purposes, including the credit for vocational work, certifications for entrance to colleges and universities and to professional study. The proper maintenance of this work would be obligatory even if Regents examinations ceased to exist tomorrow.

Furthermore, the very marked increase in approved courses in which Regents examinations are not given, notably in music practice, in Bible study, in general science, in social science, in vocational work, etc., places, first, upon our supervisors the responsibility of adequate supervision of these courses and, second, upon our record bureau the responsibility of keeping accurate records of the attainment of pupils taking these courses.

It must be remembered that this type of record work in volume is of comparatively recent origin. Ten years ago there were few courses exempt from examinations. Now the number is legion, and the recording of certified credits on the individual record cards of the pupils constitutes fully one-fourth of the work of our record bureau. The accredited work in Bible study may serve as a typical

example. In the Albany diocese alone there were in 1922, thirty-one Catholic academies with a registration of 3080 academic pupils. Practically every one of these pupils takes an accredited course in religion. This means that the record cards of 3080 pupils must be taken from the files and the Bible study credit claimed for each pupil entered on each card.

Binghamton Central High School is in size one of our average smaller city high schools. In June 1923 the following certified courses were offered and credits claimed for the number of pupils set opposite each course:

Dramatics	18	Commercial advertising I..	5
Debate	7	Commercial advertising II..	2
Public speaking	16	Intermediate drawing	4
Office practice	20	Figure drawing	2
Retail practice I	8	Mechanical drawing I	29
Retail practice II	4	Mechanical drawing II	26
Orchestra	24	Mechanical drawing III ...	5
Piano	7	Mechanical drawing IV ...	2
Violin	2	Wood shop	27
Chorus singing	91	Pattern making	6
Elementary design	2	Sheet metal	7
Elementary representation..	16	Printing I	1
	—	Printing II	3
	215		—
			119
			215
			—
			334

In the regular June 1923 Regents examinations, in addition, Binghamton had 1086 pupils who claimed 2331 papers.

The Technical High School of Buffalo, one of the larger special schools, at the same time claimed credit in eight prevocational courses; eight courses in household arts; three courses in music; eighteen courses in technical subjects and twelve courses in nontechnical subjects, with a total of 2715 names. These, it must be remembered, are certified courses tested locally but accredited here. In our regular Regents examinations, however, this school entered only 926 pupils who claimed 1663 papers.

This statement in respect to certified courses must not overshadow the much larger work involved in properly recording the result of regular Regents examinations. There were in 1919, 197,000 pupils

registered in the high schools of this State; in 1923 the number increased to 325,000, an increase of 65 per cent. Not all of these pupils take Regents examinations, but a few typical schools may be cited to illustrate the amount of record work involved in accrediting those who took the regular academic examinations in one or more subjects in June 1923. The examination booklets of the following schools are typical.

TABLE 48

<i>High school</i>	<i>Pupils examined June 1923</i>	<i>Papers claimed June 1923</i>
Albany.....	1 554	3 518
Syracuse Central.....	1 200	2 330
Yonkers.....	1 906	4 019
DeWitt Clinton, New York.....	3 892	6 355
Jamestown.....	1 328	2 126
Boys High, Brooklyn.....	3 322	5 239
Binghamton Central.....	1 086	2 331
Hutchinson-Central, Buffalo.....	2 350	5 715

This illustrates that the record bureau must enter upon individual record cards the subjects passed by each pupil in each of these schools in the June 1923 examinations. It is entirely safe to assume that the increase in record work including all forms of certification is now at least 65 per cent greater than it was 5 years ago, with no increase in a clerical staff to handle this.

The Director of the Division in his last annual report as well as in a memorandum presented by him to the State Examinations Board at its December 1922 meeting spoke of this situation as "the present crisis" and said:

Regents credits are earned either upon examinations or upon the completion of approved courses not tested by examination leading directly to our various forms of diploma. So the growth of school enrolments, of subject registration and of examination papers has already put a load heavier than they can bear upon those who have to do with the reading of papers, the keeping of records and the issuance of certificates and diplomas. Each year we are a little later than the preceding year in reporting to the schools the results of examinations, in entering upon our cards the credits earned and in writing diplomas. This is a serious matter in the summer time, for principals need to hear from the June examinations in time to organize their programs for the coming school year and to make proper class assignments for pupils. Late returns also work serious hardship to those applying for entrance to college. Some thousands of prospective college students each year depend upon the results of the Regents examinations in June to complete their entrance requirements. Our increasing inability to furnish complete certification promptly is not understood either by the college authorities or by the parents

and teachers of the students concerned. The chances for a student entering college are constantly imperiled by this delay. We must remedy this situation at whatever cost.

The problem, therefore, to which this quotation in part refers relates directly to the tremendous pressure put upon the staff to handle adequately the work involved in directing an increasing number of schools and pupils and to maintain through this Division satisfactory intellectual standings throughout the State. Last year the State Examinations Board studied this problem from the view of the maintenance of an adequate staff for examinations and inspections, and adopted unanimously the recommendations which are set forth in the annual report of the Director for the school year ending July 1922. The report of this committee, however, related to the situation as it appeared to this board last year but the needs of the Division are much more sharply accentuated by the additional demands put upon it.

In this connection it is worth while to record here the report made by a special committee of the State Examinations Board to that body at its April 1923 meeting. This report follows:

This committee was appointed to consider what modifications in the examination requirement can be made to lessen the volume of work coming to the Department.

Various suggestions were offered at the meeting of the Board held December 9, 1922. These included: the study of the possibility and advisability of a scaling scheme with relation to Regents examination papers; the advisability of accepting at school ratings papers in all first year subjects except algebra and possibly in English 2 and 3; the elimination of the examination in business writing; the substitution for the present academic diploma of a diploma based on sequence similar in form to the new college entrance diploma; the simplification of all diploma forms by the omission of the names of subjects in the body of the diploma; the use of the so-called new type of examination.

Information previously presented to this board makes evident the desirability of lessening if possible, the volume of work to be done. Your committee is, however, very strongly of the opinion that this should not be done at the expense of the efficiency of the system. No changes should be made which would tend to destroy what is unique and especially valuable in the New York State system. In particular, this committee is of the opinion that the substitution for the examination system, to any considerable extent, of a system which should rely primarily upon certification by individual schools would not be in the interest of the maintenance of educational standards in the State. In general, a rereading by the State Department of Education so far as possible of the answer books previously rated in the schools is essential.

The Regents examinations have to an unusual degree kept close to the schools and to the work of the schools. In spite of criticism, most of which would be inevitable under any system, this examining body has carried its public with it. This has not been the result of a policy of unchanging continuity in the character of the papers. The progress which has been evident elsewhere has been evident also in the Regents examinations. Not so long ago the typical examination was one which called almost exclusively for knowledge of facts. It put its emphasis, in effect, upon close application and a good memory. More recently the effort has been to test power, mastery, comprehension. While these terms have not been too well defined, a cursory

examination of recent papers will show a distinct departure from the memory question and distinct emphasis upon the ability to do something with what has been learned. The change has been made gradually and seems to have won general approval.

Recently a still newer type of paper has appeared, one which claims, among other things to have greater objectivity than any earlier type of papers. Experiments with this new type of examination have already been begun by the Examinations Division. This committee believes that these experiments should be continued.

The new type examinations should be carefully studied with a view to their intrinsic value and to their effect upon the schools. In any case, before any considerable use is made of them, everything should be done to acquaint the schools with their character and purpose. Too sudden a change would undoubtedly arouse great opposition and make much more difficult the eventual acceptance of even the most desirable modifications. There seems to be serious question whether the use of the new type papers would mean so great an economy of time in the rating of answer books as has been supposed. The whole subject is one which calls for careful and thorough investigation.

The committee presented the following resolutions:

Whereas, This committee is persuaded that the state examinations are potentially of great educational value and is convinced that their full usefulness to the State depends upon conclusions to be drawn only from a rereading by the State Department of Education of answer papers previously rated in the schools, be it

Resolved, That the State Examinations Board express its appreciation of the efforts that have been made by the Commissioner of Education and other officials of the Department to maintain, so far as has been possible, such a review of academic answer papers, and be it further

Resolved, That this board cooperate, by any means within its power that may be approved by the Commissioner of Education, with the Department of Education in attempting to secure through the Legislature and the Board of Regents such an increased appropriation of funds for the purpose as may enable the Department to provide for the review of any or all of the academic examinations set by the State.

Resolved, That the committee approve the steps taken by the Examinations and Inspections Division to study and experiment with the so-called new types of examinations, and

That it recommend that these experiments be continued, and

That any additional funds necessary for this purpose should be placed at its disposal.

The committee believes that any changes should be very gradual and should be made only after careful study and consideration of their intrinsic value and of their effect upon the schools.

Resolved, That the committee recommend the elimination of the Regents examinations in business writing.

[Signed]

ADAM LEROY JONES, *Chairman*
Chairman, Committee on Admissions,
Columbia University

FREDERICK L. FERRY
President of Hamilton College

ARTHUR L. JAMES
Principal, Boys High School, Brooklyn

JOHN H. DENBIGH
Principal, Packer Collegiate Institute,
Brooklyn

CHARLES L. MOSHER
Superintendent of Schools, Saratoga
Springs

AVERY W. SKINNER
Director, Examinations and Inspections
Division, State Department of Edu-
cation

We are in entire accord with the principles enunciated in this report. To carry them out fully might involve a greater degree of paper reading, a more intensive study of examination results and an amount of experimentation with the new type of examinations quite beyond the present capacity of the staff. We can not hope to obtain sufficient appropriations to accomplish these results. The remedy, therefore, lies in another direction and that is in the simplification of the requirements for our diplomas. We must not only increase the number and quality of our examiners and our clerical force but we must also simplify the whole examining scheme. These propositions were presented in the last annual report. They were further presented to the State Examinations Board at the December meeting of last year and for the purpose of emphasis they are again repeated here. Among the recommendations which the Director presented at that time were the following:

- 1 The advisability of accepting at school ratings papers in all first year subjects except algebra, and, possibly, English 2 and 3.

- 2 The elimination of the examination in business writing and the possible elimination of examinations in a few subject groups in which the number of answer papers was very small.

- 3 The substitution for the present academic diploma of a diploma based upon sequences similar in form to the new college entrance diploma.

- 4 The simplification of all diploma forms through the elimination of names of subjects written in the body of the diploma.

It was said further:

The result of such suggested modifications in our examination scheme would require a greatly increased amount of inspections work. The larger the number of approved courses for which credit is given on certification and the more the responsibility of the final rating of the papers in other courses is left to the schools, the greater becomes the need of supervision on the part of the Department through inspections. The work shifts from examinations to inspections, particularly if all our diploma forms were to be based partly on examinations and partly on approved courses.

We have already initiated certain office economies but these will be immediately absorbed in doing work that has been deferred because of lack of help. The finance committee of the Board of Regents has had before it your statement of last year and has in its appropriation requests generously provided for our immediate needs. However, the large measures of relief which are here roughly sketched and regarding which we seek your advice seems necessary if we are to preserve and strengthen a system of significant value in the educational structure of the State.

Two of the four recommendations of this report have been carried out in the following way: (1) We were obliged in the June 1923 examinations to accept at school ratings the papers in civics, in busi-

ness writing, in English 2 and, to a large extent, in biology. (2) We have also simplified the form of diploma issued by the Department through the omission of the names of passed subjects which we formerly wrote in the body of each diploma.

We have not yet, however, done the one thing which, above all else, will reduce the volume of our work, and that is the simplification of the scholastic requirements for the academic diploma. This simplification would be accomplished through setting up requirements for a diploma to be based partly upon examinations and partly upon the certification of the school that the student had completed an approved course of study. This would then bring the requirement for the academic diploma in harmony with those now established for the college entrance diploma. The Director of the Division intends to renew this recommendation to the State Examinations Board at its December 1923 meeting. It is hoped that this proposal will meet the approval of that Board and that a committee of that body in conjunction with Department officials will be able to work out a plan for a credential which will meet the approval of the Board of Regents and which will be acceptable also to the schoolmen of the State. It may be expected that the most serious opposition to this proposal will come from the principals who value Regents examinations as a means of checking the work done in different subjects in their schools and as a means of partially determining the relative worth of various teachers; from teachers who really believe in an objective examination as a means of evaluating their own classroom work.

It is of special importance that we shall have a larger opportunity in the future to carry out the recommendations of this committee with respect to a study of and experimentation with the so-called new type of examination, in order that we may adopt with such modifications as may be necessary, that which has been proven good in the newer tests. The elevation of educational measurements to the status of a more or less exact experimental science has been accompanied by attacks on all types of examinations claimed to be unscientific. The Regents examinations have sometimes been included in this general condemnation. What critics forget, ignore or are really ignorant of, is the fact that all examinations, even the so-called standardized "scientific" ones, are only relatively scientific. The control of the factors is only relative; the application is only relative; the interpretation is relative. The kaleidoscopic succession of tests, elevated today and demolished or at least mate-

rially "improved" tomorrow, together with the acknowledging of improvements by the test-makers themselves, is adequate proof that the new science is in an experimental stage. For us, therefore, the main consideration consists of the degree of relativity, of accuracy of measurement and degree of standardization of the newer types of examinations as compared with the Regents examinations. When we find any of the newer tests satisfactory in all three respects, we ought to incorporate them in our program of power examinations.

The new science of educational measurement has already become too technical for the mere layman, but there are a few touchstones that any layman may use. In the first place, any experiment, with definitely known factors, should be capable of repetition with invariable resultants. If these resultants are not the same, the factors are not controlled and the experiment is not entirely reliable. In the second place, of two reciprocally contradictory propositions, one at least must be false. Two recent investigations of Regents examinations flatly contradict each other. In the Rural School Survey of New York State (volume 2, page 459) we find the conclusion of certain experiments drawn by Doctor Kruse who was in charge of this phase of the survey stated as follows: "The Regents marks serve appreciably less well as a basis of prediction in college than do teachers' marks so far as data are available." In a more recent investigation of the same subject we find the statement that the predictive value of the Regents examinations for college entrance is high and that these examinations are good criteria for admission to college, (*Measurement in Higher Education*, Ben Wood, pages 82-83), and in this reference the poverty of high school marks in predictive value is forcefully shown. An analysis of the data presented in both books forces the conclusion that Wood controlled the factors involved, whereas, the author of the Rural School Survey of examinations was guilty of loose statements and inexact thought. Wood distinguishes between the schools in New York State and schools in other states; Kruse does not. Wood distinguishes between Regents marks and school marks; Kruse divides his data into Regents marks and non-Regents marks. (For all we know, the non-Regents marks may have been the results of the local college examinations for entrance or tests of the College Entrance Examinations Board.) It may be noted in passing that this report contains many evidences of fallacious reasoning. One of these is found at page 471 where it is stated that the rural schools of New York, as measured by the vocabulary test, are teaching Latin less well than are good schools throughout the country and, further, that the rural

schools of New York score lower than the other schools throughout the country. The fallacy here consists in comparing the rural schools of New York State with other than the same type of schools in other states.

We have continued during the past year our experiments with the new type of examinations, notably in the field of English. Some of these experiments, especially those in English grammar and in the development of silent reading tests, have so proved their worth that we shall incorporate them as an integral part of our examination program. The experiments in algebra and in geometry made in a dozen high schools throughout the State have not progressed far enough so that we are able yet to present satisfactory conclusions or to incorporate the new type of questions in our mathematics papers. It is safe to say, however, that in June 1924 in the algebra and in the geometry papers a part, possibly a half, of each paper will be made up of the new type of questions.

We shall during the coming year experiment in the field of social science with at least two of the new types of examinations, namely, the true-false type and the completion test. In all of these experiments we shall not lose sight of the fact that power examinations call for the functioning of distinct types of mental ability and should not be abolished nor replaced entirely by any other form of test. The pendulum is beginning to swing the other way, and educational experimenters are again realizing that purely factual examinations such as many of the new types of examinations are, test memory only and, although they may be rated more objectively and in some instances more quickly, do not provide a satisfactory measure of the pupil's achievement at the end of a given period of instruction.

The experiments to which we have referred are of sufficient importance to merit here a fuller statement. The first of these was the Regents Preliminary Silent Reading Test. In the preparation of this test Mr Richards and Doctor Morrison collaborated and were ably assisted by the English examiners and by the preliminary question committee. Mr Richards describes the procedure of preparation and of scoring and interprets the results of the test as follows:

Increasing interest in silent reading and a growing realization that more attention was being given the matter in the elementary schools of the State led the Examinations and Inspections Division to undertake the making of an eighth grade test in silent reading to be given to all candidates for the preliminary certificate in

place of the reading examination hitherto given. A number of superintendents in the State suggested, also, that the State Department of Education prepare such a test.

In preparing this test of silent reading ability at the end of the eighth grade there were three difficulties to be determined: (1) the difficulty of the selections to be read, (2) the difficulty of the questions to be read and answered, (3) the establishment of a passing grade. In an effort to determine these difficulties it was found necessary to go through the several steps of standardization.

In the first place the selections to be read were taken from eighth grade readers and textbooks commonly used in the eighth grade. Questions were then prepared based on these selections. Later these questions were revised and amended so as to avoid the use of vague, ambiguous and unsuitable questions. Finally thirteen selections were accepted, each containing from six to ten questions.

This test of thirteen selections with an average of about seven and a half questions to each selection was given to two eighth grade classes in Troy. The answers were carefully scored according to the key that had been previously prepared.

Diagnostic tables were prepared, also, showing the number of children who (1) answered each question correctly, (2) missed each question (3) did not try the question. In the light of this information the test materials were revised with the following intentions:

- 1 To make two equivalent tests of six selections each.
- 2 To make a test that practically all pupils could finish in 30 minutes.
- 3 To eliminate all questions that allowed ambiguous or vague answers.
- 4 To eliminate all questions that were answered correctly by more than 95 per cent or by less than 25 per cent of pupils.
- 5 To reduce the questions to five or six for each selection.

The material was therefore divided into two tests of six selections each, one entire selection of the original thirteen being cast aside, and printed as test A and test B with full directions. These two tests were then given to eighth grade pupils in ten different school systems, two of which were strictly rural. To insure testing pupils of equivalent reading ability the tests A and B were given out in each class to alternate rows of pupils. The preliminary directions given each child asked him to hand his paper to the examiner as soon as he had finished. In most classes when three-

fourths of the class had finished, all papers were collected. In these classes the working time ranged from 26 to 47 minutes. In the smaller schools the working time ranged from 15 to 60 minutes. Diagnostic tables were prepared for these trials comprising the data for 238 pupils on test A and 243 on test B.

On this data the tests were again revised in an attempt to make the test period just long enough for approximately three-fourths of all pupils to finish in the time allowed. Tabulation of individual time records shows that three-fourths of the pupils who wrote on the second tentative forms consumed about 35 minutes. In order to keep the test within a 30-minute period, one of the six selections was eliminated from each test, slight changes were made in the questions and the number of questions was reduced to five for each selection in test A and test B. Care was taken in doing this to make the two tests of essentially equal difficulty.

After the eliminations mentioned above had been made, the lowest score on each test was seven questions answered correctly and the highest score was 25. The median score on the B form was 21.1 and on the A form 20.8 or a difference of .3. The third quartile was 23.3 on each form. The first quartile was 18.5 on the B form and 17.6 on the A form.

The passing mark and time limit were both fixed on the theory that it would be preferable to make this first test too easy rather than too difficult. The passing mark was placed, therefore, at the point nearest the 10 percentile. It was decided to use the B test in the June 1923 examinations. By making fifteen questions correctly answered the passing mark, 8.2 per cent of the 243 pupils who tried the second tentative form would have failed. If 16 questions correctly answered had been set as a passing mark, 14 per cent would have failed. Fifteen was arbitrarily made the passing mark because it was nearest the 10 percentile. Fifteen questions correctly answered were made equal to the Regents passing mark of 75 per cent.

This test was given in June 1923. Returns from tests taken by 14,060 pupils were sent to the Department for tabulation. The total number of schools making returns was 484, and the whole number of classes was 504. The classes taking the tests were divided into three groups. The first group contained the classes in city schools of which there were 420. The third contained classes in private schools of which there were 46. In working out the medians it was found that the median for the State was 20.1. The

median for city classes was 21.4 and that for non-city classes 19.7. The median for private schools was 20.8.

Of the 14,060 pupils for whom returns were made, 895, or 6 per cent, failed and 497, or 4 per cent, made perfect scores. These figures were lower in each instance than the original expectations, showing that the test was not so easy for the best nor so difficult for the poorest as was at first estimated.

This test in silent reading seemed to be well received by the schools of the State, and the general opinion was that it should be continued. Its effect will be to strengthen the work in reading in the elementary schools and to give it a purpose. To these ends the time and the money spent in the preparation of these tests have been well expended and the results will justify the attempt of the State Department to give the schools of the State something definite in place of the reading examination hitherto given to so little purpose.

The second experiment was in English grammar and consisted of the preparation of an entirely new type of question paper in that subject for the June 1923 examination. This paper was in part a recognition test, and in part a completion test. One of the questions was of the true-false type. The purpose of the experiment was in the interest of ease and accuracy of marking in the schools themselves and with the thought that the rereading of the grammar papers might be done with less expenditure of effort in the Department. It was, at the same time, made for the purpose of meeting changing ideas with reference to types of tests.

It will be noticed in this test that there are 100 answers called for, each of which is worth one credit. It will be noted also that no partial credit is allowed for any answer, but that each answer is either entirely right or wrong. This arrangement seemed to be satisfactory, and the examination itself seemed to be well received, for no adverse criticism was received. The tenor of all criticism was that more examinations of the same type should be offered to the schools.

One of the arguments in favor of this type of examination with a key was that teachers know what the Department expects as an answer to a specific question. It is a function of this Department to lead the educational forces in this State and to that end through syllabuses and examinations the Department should commend to the schools in the State what it wishes teachers to teach. This type of examination allows the Department to indicate what it will accept

in answer to questions so that there is little reaction on appeal. Very few English grammar papers were submitted on appeal and practically all that were sent in were appealed on the same question. The paper was strong in this respect.

Then, too, the paper in grammar was so clear that teachers could rate it very quickly; this in itself made an appeal to most teachers. This same fact made the rerating very easy also. Where three examiners had previously spent the entire summer rereading the grammar papers, this past summer one examiner reviewed all the papers and kept a statistical record of all schools submitting papers. This was an advantage.

This examination was much easier to make than that in silent reading in as much as no attempt was made to standardize the material. The fact that each question had the value of one credit permitted the passing mark of 65 per cent to be used without any attempt being made to evaluate each question. This could not have been done, however, with the test in reading. This type of examination in English grammar should be continued, if it meets with general satisfaction a second time. Further use should be made of a similar type in other English examinations as occasion warrants. The type seems to have justified itself in practically every particular.

The third experiment was in the field of mathematics.

During the first and second weeks of June 1923 about twenty representative schools in the State were asked to give some tests in as many of their geometry classes as possible. There were two distinct tests which these schools were asked to give: one was a portion of the Hawkes-Wood Plane Geometry Examination, the other was a test made out by the Department. Time could not be given for the whole of the Hawkes-Wood test so only the first two parts were used. Part 1 consisted of computations and part 2, true-false questions. It was the intention to use the same class period on consecutive days for these tests, one day for the computation test, one day for the true-false test and one day for the test on solving originals which we made out.

The purpose of this experiment was to establish, if possible, a correlation between abilities as evidenced in the work submitted on the Hawkes-Wood test and on our own test. More especially, we wished to determine whether the pupils who did well on the Hawkes-Wood test were the ones who did well in the solution of originals and vice versa. In other words, we wished to determine if

the Hawkes-Wood examination really tested power in consecutive thinking extending over several steps called for in the solution of original exercises of ordinary difficulty, which the pupil presumably had never seen before, or merely memory and ability to make one-step deductions.

Schools were very generous in offering their services for this experiment and in all some 500 papers were returned to us. Conditions under which these tests were given however, were unfavorable, so it would be unwise to make any positive deductions from the results submitted.

There were certain conclusions, however, one might make from the meager and unsatisfactory evidence submitted which, because of their frequency, might reasonably be considered as true. In the first place, when a test contains more questions than the pupil is supposed to be able to answer in the time allotted, in spite of admonitions to the contrary, the pupil somehow works with the feeling that a good showing must give evidence that he has tried a large number of the questions. In other words, he is apt to sacrifice thought to speed, thereby putting the primary emphasis on the number tried and not on the thought involved in the number that he tried. Time and again in looking over answer papers submitted this conclusion was reached when pupils would try all ninety-three of the questions in one test and probably have twenty or thirty of them correct. Such a test seems to encourage superficial treatment of the questions and to afford a very great temptation to "jump at conclusions."

Again in test 2, on practically all of the papers submitted, the full ninety-three questions were attempted in the 40 minutes allowed, in spite of the fact that the pupil is told in each part of the test that it contains more questions than he can answer in the given time. When every pupil, however, is able to attempt all the questions of the test, there is something wrong in the allotment of time and in the number expected of the normal pupil. It is no test of the brighter pupil nor of any except those who *just* finished or fell short of finishing.

Again, in examining part 1, fully forty of the fifty-four questions might be classified as those in which the answer could be directly obtained from a book theorem or statement in the geometry. In other words, they seemed to require no reasoning or connected thinking—merely a one-step application which anyone knowing the fact back of it, but not necessarily how the fact was established,

could easily answer. In part 2, roughly there are at least fifty questions which can be answered by one who merely knows the wording of the theorems, propositions and definitions of the book as opposed to forty which required some application and thought. Of course many of these forty invariably were only one-step processes.

There was no consistency in the results obtained from parts 1 and 2. Some papers having a good rating on part 1 did very poorly on part 2, and vice versa.

Few of the schools did enough with our test to justify making any deductions. In general, pupils who did poorly or well on the first two tests did poorly—little or nothing—on our test.

We shall repeat this experiment during the coming year but shall undertake it under conditions which we can control so that the comparative tests may be given on the same basis and under the same conditions. We hope that it will be possible then to justify making conclusions that will be interesting and helpful to us in framing future examinations in geometry.

The statistics relating to the academic examinations of the year are attached to this report. These statistics are capable of varied interpretation and no detailed analysis of them is here attempted. There are, however, some comparisons with the results of previous years that may profitably be made. According, table 49 presents in convenient form for reference the examination results in each of the major subject groups for the years 1921, 1922 and 1923. This is for the purpose of showing, first, the growth each year in the number of papers written, claimed and accepted and the tendencies shown by this growth; and second, the effect upon the examinations of a change of from 60 to 65 per cent in the minimum passing mark which went into effect in June 1923.

TABLE 49¹

Year	Subject	Number of papers written	Number of papers claimed	Number of papers accepted	Percentage of papers written claimed	Percentage of papers written accepted	Percentage of papers claimed accepted
1921	English.....	84 795	74 751	69 788	88.2	82.3	93.4
1922	English.....	97 217	82 919	76 522	85.3	78.7	92.3
1923	English.....	115 126	97 688	92 502	84.9	80.3	94.7
1921	French.....	25 540	20 075	17 474	78.6	68.4	87.0
1922	French.....	26 993	21 500	18 810	79.7	69.7	87.5
1923	French.....	30 581	23 773	20 463	77.7	66.9	86.1
1921	Spanish.....	8 000	6 783	6 223	84.8	77.8	91.7
1922	Spanish.....	11 289	8 893	7 347	78.8	65.1	82.6
1923	Spanish.....	16 101	12 470	11 228	77.4	69.7	90.0
1921	Latin.....	30 667	25 267	23 387	82.4	76.3	92.6
1922	Latin.....	34 461	28 226	26 303	81.9	76.5	93.4
1923	Latin.....	39 619	30 712	28 179	77.5	71.1	91.8
1921	Mathematics.....	109 306	78 618	72 382	71.9	66.2	92.1
1922	Mathematics.....	128 123	89 464	81 681	69.8	63.8	91.3
1923	Mathematics.....	144 222	106 268	98 884	73.7	68.6	93.1
1921	Science.....	75 174	63 522	54 557	84.5	72.6	85.9
1922	Science.....	81 157	66 913	62 718	82.4	77.3	93.7
1923	Science.....	87 631	69 220	61 233	79.0	69.9	88.5
1921	History.....	94 897	85 281	81 242	89.9	85.6	95.3
1922	History.....	113 605	100 803	96 114	88.7	84.6	95.3
1923	History.....	132 140	110 510	104 766	83.6	79.3	94.8
1921	Commercial sub..	61 704	59 323	44 269	81.6	71.7	88.0
1922	Commercial sub..	72 051	60 500	54 941	84.0	75.3	90.8
1923	Commercial sub..	90 729	73 916	67 695	81.5	74.6	91.6
1921	Drawing.....	24 292	22 245	21 473	91.6	88.4	96.5
1922	Drawing.....	27 297	24 404	23 586	89.6	86.4	96.4
1923	Drawing.....	30 657	27 026	26 038	90.1	86.0	96.4
1921	Music.....	4 933	4 392	4 091	89.0	82.9	93.1
1922	Music.....	5 850	4 732	4 414	80.8	75.2	93.1
1923	Music.....	6 070	4 940	4 565	81.3	75.1	92.4
1921	Grand total.....	521 099	432 722	396 154	83.0	76.0	91.5
1922	Grand total.....	599 644	469 784	453 704	81.7	75.7	92.6
1923	Grand total.....	695 968	559 627	518 680	80.4	74.5	92.7

¹Only subject groups in which more than 5000 papers were written are included in this table.

Table 50 illustrates again the growth of our examinations. An increase in one year of 100,000 papers can not be ignored or lightly treated. It calls for immediate action with respect to the recommendations which will be made in this report.

TABLE 50

Number of academic papers written, claimed and accepted, 1919-23

Year	Total number of papers written	Percent- age over previous year	Percent- age over 1919	Total number of papers claimed	Percent- age over previous year	Percent- age over 1919	Total number of papers accepted	Percent- age over previous year	Percent- age over 1919
1919	429 429	.....	.....	349 660	.....	.....	316 301	.....	.....
1920	466 628	8.7	8.7	371 912	6.4	6.4	330 226	4.4	4.4
1921	521 099	11.7	21.3	432 722	16.4	23.8	396 154	20.0	25.2
1922	599 644	15.1	39.6	469 784	13.2	40.1	453 704	14.5	43.4
1923	695 968	16.1	62.1	559 827	14.3	60.1	518 680	14.3	64.0

Table 51 presents the same problem from another angle. It shows the number of pupils taking our secondary examinations in each of the years from 1919 to 1923 inclusive and the increase over the preceding year in number and in per cent of pupils.

TABLE 51
Number of academic pupils who passed Regents examinations

Year	January	June	Total
1919	68 648	106 998	175 646
1920	76 065	113 113	189 778
1921	27 299	129 116	216 415
1922	98 544	152 034	250 578
1923	122 109	172 404	294 573

Increase

Year	Over preceding year		Over 1919	
	Number	Percentage	Number	Percentage
1920	14 132	8.0	14 132	8.0
1921	26 037	14.1	40 769	23.2
1922	34 163	15.8	74 932	42.7
1923	43 995	17.5	118 927	67.7

The amount of editorial work involved in preparing examinations is not commonly understood. Our editorial department considers not only the Regents academic examinations but has a further responsibility for the proper editorial preparation of every examination given by the State Department of Education either directly or through examining boards, such as the medical and dental boards. After the editorial work has been completed and the papers printed, it becomes our duty to put these papers into form for distribution, to ship them, and to receive and properly check the answer papers written as a result of the tests. A tabular statement is here presented to show the volume of this editorial service and the volume of work done in the bureau commonly referred to as the "question room."

TABLE 52

Examinations edited, printed and distributed for the school year ending
July 31, 1923

<i>Examinations</i>	<i>Date</i>	<i>Number of subjects</i>	<i>Number of papers printed</i>
Grade.....	Jan. and June.....	10	1 349 000
Academic.....	Jan. and June.....	160	2 523 100
Teachers.....	Jan., May, June and Aug.....	120	123 000
Professional academic.....	Jan., June and Sept.....	96	77 500
Professional.....	Sept., Jan., May and June.....	201	178 775
Cornell scholarship.....	June.....	14	4 500
Application of oral work.....	Oct. and March.....	6	2 000
Totals		637	4 249 775

An important factor in the growth this year has been the more extended use of our examinations in the high schools of New York City. This has been admirably discussed by Doctor Meleney and Doctor Tildsley in their recent report to the superintendent of schools in that city and in their survey of instruction which they have recently completed in the high schools of New York City. The use made by them of our examinations in the past year was in part as a measure of the effectiveness of classroom teaching. While in general the average results in New York City in all subjects were slightly higher than the average for the State, the use of these examinations revealed to the supervisory officers of the city individual weaknesses in instruction, both in schools as a whole and in subject groups. Corrective measures have been taken by them to strengthen these points of weakness.

It was found through a questionnaire sent from the offices of the superintendents of schools and addressed to the chairmen of departments in New York City that 242 of these chairmen reported that the questions were within the scope of the subject matter taught throughout the term as against forty-eight who thought that they were not; that 194 thought the questions were designed to test the power of originality as against sixty-eight of opposing opinion; that 191 thought the questions did test thoroughness of instruction as against seventy-six who thought that they did not. In view of these answers, the superintendents in charge of the high schools in New York City hold that these examinations did furnish a reasonably valid test of the instruction given in their high schools. The preponderance of evidence presented by these expressions of judgment on the part of the chairmen is the more noteworthy in view of the fact that in

many schools, more particularly in several subject groups, notably commercial subjects, our examinations had not been used to any extent and their use during the year was opposed at first by a considerable percentage of the chairmen.

The influx of papers which were written as a result of New York City's more general adoption of our examinations presented an administrative problem, particularly in the January 1923 examinations. Our staff of permanent examiners was not larger than before nor was it possible to obtain the trained examiners in the midyear whom we make use of in the summer. Therefore, a scheme for standardizing the ratings and for establishing committees of review in New York City was evolved. This scheme in brief provided for a conference during the week of examinations, of chairmen in each subject group under the direction of the Department specialist. It provided, further, for the appointment of committees of teachers selected from the high schools of the city to act as a board of review to determine whether the general standards established by the several conferences were maintained. On the whole, the scheme was a success, particularly the conferences for consultation. The consultation conferences during Regents week were continued in June and have proved of such value that we shall undertake similar conferences in January of next year in New York City and shall extend the procedure to the high schools in Buffalo.

Reference was made in the last annual report of the Division to the desirability of abolishing the grade examinations. It was said at the time that in the judgment of many of us these tests had slight pedagogical value, had outlived their usefulness and were costing us time and money which we could more profitably use in other ways. These examinations have never been a part of the Department program. They were instituted in the beginning by the district superintendents who desired to have uniform tests available for the rural schools under their supervision. Accordingly the Council of District Superintendents has from time to time appointed committees of this body to shape these tests which are given to the fifth, sixth and seventh grades of the rural schools. This Department has never assumed any responsibility for these tests but has simply acted as a clearing house for their printing and distribution. Nevertheless, we have been constantly criticized as though we were wholly responsible for them and they are loosely referred to as "Regents examinations." An effort was made about 10 years ago to eliminate these

examinations but the effort met with instant and vigorous opposition on the part of the district superintendents. The movement at that time was possibly a little premature, but a rapid growth in the last decade of the science of educational measurements, which was then largely experimental, makes the use of standard tests and of intelligence tests much more satisfactory diagnostic aids in the intermediate and grammar grades. With these standardized measurements now available and better understood, the district superintendent who is alert and progressive should be able to use them satisfactorily and to that extent, should find the present grade examinations unnecessary.

It is desirable also to refer again to our preliminary examinations. These examinations are intended to test the satisfactory completion of the fundamental subjects of elementary education. They are prepared, as are the academic papers, by committees of superintendents and teachers in the State. They are revised by similar revision committees, printed in the Department, and distributed to the schools, but the resulting answer papers are almost never examined in this office. It has been years since we have been able to check up the results of these examinations. Nevertheless, we continue to issue an official document certifying to the completion of an elementary course through examinations which we prepared but the rating of which we do not at present control.

A year ago I recommended to Assistant Commissioner Wiley that in cities and villages employing a superintendent of schools the local authorities should have the option to substitute local examinations for our preliminary examinations and, in case preliminary examinations were given, the local school authorities should issue directly the preliminary certificates earned as a result of these examinations. The result of this action has not been to lessen very materially the number of cities and villages using our preliminary examinations. The majority of superintendents and principals believe in them as one of the means of measuring the completion of the elementary course. They do have a real value in this respect, but I am firmly of the belief that they should be used in conjunction with other scales of measurement—completion tests, intelligence tests, etc., so that those determining the promotion from the elementary school to the secondary school in a given locality will have as many angles of approach to the proper grading of the pupils as are possible. If the principals and superintendents would make proper use of the preliminary examinations together with the other types of diagnostic

aids to which I have just referred, they could eliminate in very large measure the pernicious habit of coaching through the use of review books for examinations and thus eliminate the main criticisms now directed against these preliminary tests. I am now recommending the extension to all public secondary schools of the privilege now given to cities and villages to issue their own preliminary certificates.

Professional Academic Examinations

Evidence is accumulating that the number of qualifying certificates earned as a result of the professional academic examinations held in four cities of the State is fast decreasing. Last year only 6 per cent of such certificates were earned by this avenue of entrance to professional study. It is gratifying to find that these preprofessional requirements are more and more being satisfied by the completion of regular courses of instruction in approved secondary schools of this and other states. It is distinctly raising the quality of the candidates for professional study. The qualifying examinations were originally intended to provide for persons who, through no fault of their own, were unable to complete their secondary education by the completion of satisfactory secondary school courses. Struggling applicants have too often sought to use these examinations as a short cut to professional study. There was a time when this method had some excuse for its existence because the public school system of New York City did not provide adequate facilities for regular instruction for persons of mature years. The rapid growth of free evening high schools with the greater extension of educational opportunity which these high schools offer make less necessary our system of qualifying examinations, and we are finding that these high schools are used more and more for the purpose of completing the necessary educational requirements for entrance to professional study. We should look forward to the day when these examinations shall be either abolished or more rigidly limited to those persons of more maturity who can not take up extended courses of study in public high schools. This would include the applicants from foreign countries and from other states who had already partly or fully completed their secondary schooling and who needed to take some examinations to meet New York's requirement in full.

The growth of the professional academic examination makes such action necessary. It is impossible to provide satisfactory quarters in New York City for these tests. In one morning session at

the Central Opera House recently there were 1900 candidates, although there were adequate accommodations for only 1200, and it is evident that these examinations are now used by many who have no serious intention of earning thereby qualifying certificates.

The question immediately arises, why are these persons taking the examination if they are not applicants for this certificate? Some schools in New York City giving courses, admission to which is not based on a qualifying certificate, refuse to admit students who have not earned a certain number of Regents counts. Applicants for admission to these schools take our examinations at Central Opera House in order to earn these counts. Some employers in New York City refuse to employ in certain positions boys of the type now taking professional academic examinations unless they can show that they have had a certain number of Regents counts to their credit. Certain civil service position examinations in New York City require a certain number of Regents counts for admission. This accounts for many of the applicants. There is still a large proportion who do not seem to know themselves just why they are taking the examination. They have some vague idea of securing a credential, such as a pass card, from this Department which will be some evidence of educational achievement and some evidence that they have not stood still mentally.

The result is that probably the majority of these people are poorly prepared or are incapable of meeting any reasonable test. Year after year we are able to accept scarcely 40 per cent of the papers written in these examinations and the percentage of qualifying certificates issued solely as a result of them is gradually dropping. In 1917 it was 16 per cent; in 1922, 6 per cent.

These facts present additional reasons for a radical revision of the requirement for admission to these examinations. In order to bring this about the Director of this Division has already recommended to the Assistant Commissioner for Higher Education that the age limit of candidates be raised from 16 to 18 years, that the fee for each subject taken be raised from 25 cents to \$1 and that the fee for issuance of a certificate be made \$1 instead of 25 cents.

The next step should be to bring the educational requirements for these certificates more in harmony with a proposed academic diploma based upon sequences.

It might be desirable to divorce the idea of "counts" entirely from the qualifying certificate. So many persons so often lose sight of the fact that the "count" is merely a unit of measure of the equiva-

lent and fail to realize that the primary requirement is the completion of the high school course and that the "count" is of no importance in itself. It is probable that the whole matter would be on a sounder educational basis and the Department would be saved a great deal of unnecessary correspondence if we said nothing at all about counts but simply stated certain subjects which the applicant must pass in order to obtain his certificate. This would doubtless mean the elimination of elective subjects except that the applicant might be allowed options in subjects which are of the same relative value.

Scholarship Competitions

The two series of scholarships which are awarded as a result of competitive examinations are the University Scholarship and the Cornell Scholarship. The basis for the awarding of the first is the college entrance diploma. The change in the requirement for this diploma lessened slightly the number of successful candidates for the diploma but the quality of work evidenced by the results of these examinations shows a normal improvement. Indeed, the competition for these scholarships has been increasingly keen, and as a result there has been a gradual increase in the average percentage upon which the scholarships were awarded. A detailed account of this competition will be found in the report of the Assistant Commissioner for Secondary Education. For the Cornell scholarships there were 487 candidates who entered the competition; the total number of papers written was 2882 and the number of scholarships issued was 150. We have also at the request of the Adjutant General prepared the questions and read the answer papers for the West Point scholarships, appointments to which are made by the Governor.

Inspectional Activities

This lengthy statement of our examination activities would seem to overshadow an equally important function of this Division, namely, the work done in the field of supervision and inspection. It has been allowed to do so because it was felt necessary to emphasize the need of remedial action in simplifying our examination scheme and our resultant record work.

Reasonable relief from these increasing burdens would release our staff for a large amount of research and experimental work and for a greater amount of inspections. Although the reports of the supervisors show that only 23 per cent of their time during the past year was devoted solely to the task of preparing questions

papers and in supervising the rating of these papers, it is probable that fully one-third of their time is occupied directly or indirectly with examinations and two-thirds with their other activities. A more desirable allotment of time would be approximately one-fourth to examinations and three-fourths to supervision.

Table 53 which follows summarizes the work of the supervisors for the past year.

TABLE 53
Supervisors' annual reports for the year ending June 30, 1923

<i>Inspections</i>		<i>Number</i>	<i>Total days</i>
1	In special fields.....	420	405
2	General, including inspections for admission to the University and for advancement in grade.....	320	308
3	Inspections or investigations of a special nature.....	125	100½
<i>Examinations</i>			<i>Total days</i>
1	Days spent in preparing question papers.....		134
2	Days spent in rating answer papers.....		400½
<i>Other activities</i>		<i>Number</i>	<i>Total days</i>
1	Days spent in survey work, giving standard tests, intelligence tests, etc.....		29
2	Teachers conferences attended for purpose of giving help to teachers.....	113	108½
3	Days spent in attending Convocation and other educational meetings.....		74
4	Days spent in office correspondence and in office work not otherwise reported.....		487
5	Days spent in other work not covered in foregoing items.....		291½

This tabulation represents the combined activities of eight supervisors throughout the year and of one supervisor (in drawing) from February 1, 1923. (We were during the whole year without the services of a supervisor of music and of a supervisor of drawing for one-half of the year.) A total of 2338 days of service is indicated. Of this time, 35 per cent was devoted to inspections in the field, 23 per cent to examinations and 42 per cent to other activities as classified in the exhibit.

Inspectional needs. Essential unanimity of opinion among the supervisors regarding the desirability of general inspections in the smaller schools is indicated by the reports. At the same time,

there is recognition of the fact that, coincident with the increase in demands on the supervisors' time incident to an expanding volume of office work and other duties, it has become quite impossible for the supervisors to do justice to inspectional needs either in general or in special fields. The most promising remedy for this undesirable condition lies in increase of the service staff of the office. This remedy is suggested in the reports under consideration.

Conferences. Dissatisfaction with the present lack of proper organization and system which many of the district superintendents show in arranging conferences for teachers throughout the State is expressed in several reports. On the whole, it appears that results are least satisfactory in the general conferences held in individual supervisory districts. County meetings, affording, as they usually do, adequate opportunity for conferences and round-table discussions in the special fields of academic work, are commended by the supervisors, and the suggestion is offered that a system be devised whereby all high school teachers in the State may have the benefit of conferences on each rotating period of 2 years. Natural centers for such conferences, conveniently placed for nearness to the field covered and for accessibility of approach, are suggested in the reports. The number of such centers likely to meet with the widest approval is twenty, though a districting somewhat more complete in point of convenience of access and of transportation cost would bring the total number of centers up to twenty-four. One of the supervisors suggests sixteen centers and advocates holding a conference in each of these centers annually in the fall of each year. Regarding this proposal it may be said that a study of conditions in the territory recommended for each district by groups of counties might show in some instances that the necessary travel and resultant cost in reaching such centers would be such as to create marked opposition in some of the counties so combined. This is, however, a detail. The main object sought by the suggestions described is altogether commendable.

Special features of the supervisors' reports. In the reports under consideration several matters are featured that may best be presented in the language of the writers. Because of the limitation of space, it will be impracticable to quote all such remarks in detail. The quotations that follow are among the more important:

Dr S. Dwight Arms, Ancient Languages

The outstanding feature of the work in my field this year was the publication last April of the report of the statewide survey in Latin

first two years that was begun last July and that had been carried to successful completion through the active support and cooperation of the American Classical League. Within the year much time was devoted by me to the work of interpreting the tables and to other studies preliminary to writing the report in which the figures assembled in the survey are analyzed and discussed. The Department bulletin in which this survey is described in detail has made a favorable impression among the friends of classical education throughout the country.

Russell Carter, Music

In addition to the musical courses leading up to the four written examinations which are given in music, a system has been developed whereby credit is given for practical musicianship. For pupils who are studying any standard instrument or the voice under private instruction there is the so-called "applied music plan." Under this plan, the teacher of music in the local high school keeps an accurate account of the instruction and the practice of the pupil by means of signed monthly reports. Twice a year the pupil is examined by a committee of three musicians who determine whether his work shows sufficient progress to be worthy of credit. Pupils who are members of school orchestras which are engaged in the study and performance of worthy musical compositions, and pupils who are members of a high school chorus who are likewise engaged, are granted credit for their work under certain restrictions as to the hours of practice required. No one of these musical activities is approved for credit without a personal inspection of the worth of the work by the supervisor of music.

There has been a marked increase not only in the number of schools in which music is taught as a part of the real work of the schools but also in the emphasis which has been placed upon it within the past few years, in schools where it has long been recognized. While the study of music in the schools has been and is largely "music for music's sake," its vocational possibilities are becoming more and more evident. Many older high school pupils are able to support themselves partly or totally through their earnings in local orchestras, the necessary training for those positions having been gained through the medium of the school orchestra.

Arthur G. Clement, Biologic Sciences

In the teaching of biology, schools may, when possible, profitably utilize the following educational agencies: public museums, public

parks and public aquariums. They may also secure pamphlets of value from Cornell University, from the Government Agricultural Department at Washington and from the State Conservation Commission. The extent to which these agencies may be utilized depends first on the energy and perseverance of the teachers, and second, in the cases of museums, aquariums and parks, on the proximity of these institutions to the schools.

Dr Charles N. Cobb, Physical Sciences

Organization frequently demands special attention to the smaller schools while class instruction should probably receive the greater part of the supervisor's attention.

If the district superintendents could do the regular routine inspection of all the public schools in their districts this year, it might be that by great effort we could cover all private and parochial secondary schools, which have been rather neglected for the past few years.

If the Department should see fit to expend as much energy for a series of years in promoting the efficient use of apparatus as it does in promoting the use of pictures or books, there is little doubt that the schools would be materially benefited and their output greatly improved.

Willard D. Johnson, Training Classes

The training class course for next year has been materially changed. Some subjects have been added to the course and school law has been dropped from it. The number of examinations has been reduced. We are trying to make the course depend less on examination and more on supervision. Rural sociology, homemaking, elements of agriculture, nature study and industrial art have been either added or modified. In carrying on this line of industrial work, we hope to work in harmony with Mr Getman. Three or four counties of the State have been selected in which "the problem of organizing and conducting instruction in elementary agriculture and homemaking in rural schools" is to be attempted under the project teacher and the training classes in those counties.

Mrs Zara B. Kimmey, Drawing

Under better conditions drawing might finally gain such prestige that it would not be thought of as a nonessential, a waste of money or a frill, but a necessity for better and bigger living. We would try to put art in the home, art in public and art in industry, on its own feet and worthy of appreciation for its own sake. This I

am sure we could do *if*, 1 Each specialist had his own place to fill and each knew the extent of his labors; 2 We could still select our teachers through the medium of the examinations, inasmuch as through the examinations we can secure a better knowledge of the candidate's efficiency than we can in any other way; 3 We had better equipment and *a real home* for the drawing department in the high schools of the State of New York.

Dr William R. Price, Modern Foreign Languages

For several years I have been urging the Department to require that all modern foreign language teachers in public high schools not yet approved, take the written and oral examinations for approval of oral work. With every examination there results overwhelming evidence that there are still some teachers teaching French, German or Spanish who should be forbidden to teach these subjects. Usually the local board of education takes action to that effect when the results of the written examination show conclusively the unfitness of the candidate. Many more such cases would be disclosed if *all* the teachers were obliged to take these examinations, say, beginning 2 years hence. Or rather, if such notice were given, incompetent teachers of the modern foreign languages would either give up their positions or take effective means to prepare themselves for their work. I urge most strongly that action be taken by the State Department to this end.

Edwin B. Richards, English

I have been concerned throughout the year in the silent reading drive conducted by Dr J. C. Morrison. In the beginning of this drive I attended three conferences of district superintendents at which the subject of silent reading was discussed intensively. As a result of these conferences several pamphlets were formulated to crystallize the conclusions that were reached. The pamphlet which I formulated has met with popularity beyond expectation. Several thousand copies of this pamphlet have been distributed.

The whole question of certification in literature has been under investigation lately. My opinion with reference to the matter has been expressed in previous special reports. To summarize here, I believe that no certification should be allowed on the English four years papers. On all other examinations certification should be allowed.

Eugene F. Seymour, Mathematics

The desirability of having pamphlets or bulletins on various phases of mathematics teaching published by the Department from time to time is constantly called to my attention. This is further emphasized by the fact mentioned heretofore that few teachers get in direct touch with the Department either through inspection or conferences. Such pamphlets would come to the immediate attention of teachers of mathematics. Through it they could be helped in their particular difficulties, and from round-table discussions in it they could obtain many helpful suggestions.

In connection with the work of the committee on the advanced algebra syllabus, a comparative study was made of the number of papers written in the College Entrance Examination Board examinations and in our own Regents examinations. It was felt that the figures in no sense justified any particular effort on our part to have our syllabuses in mathematics parallel syllabuses issued by the College Entrance Examination Board. The committee's work on the syllabus in advanced algebra is not yet completed.

Edward P. Smith, Social Sciences

The type of inspection which is of the greatest service to the schools is that done in the early part of the year in the smaller schools.

Other Divisions of the University lay down certain minimum essentials which must be complied with. It seems to me we might well put out a definite list of minimum essentials in the way of books, maps, charts and apparatus which every school must have that teaches certain subjects.

May I renew my recommendation of the past 2 years that a supervisor should be sent to two meetings outside the State each year in order to learn what other states are doing in the field of learning.

The most important work in my special field during the year has been the drafting of a new elementary syllabus in the social studies. I have given much time to this undertaking but the work is not yet completed.

ATTENDANCE DIVISION

Prepared by James D. Sullivan, Director of the Division

Laws

During the first term of Governor Alfred E. Smith, a commission composed of members of the Legislature was appointed to study, revise and codify numerous laws which had accumulated upon the statute books of the State during several decades past, ostensibly in the interest of child welfare. The work of the commission occupied two succeeding years or thereabouts; and, as a result, there was enacted by the Legislature of 1922, chapter 547, which provided for the establishment of children's courts in all counties of the State, except the counties of New York, Kings, Bronx, Queens and Richmond, Chautauqua, Monroe and Ontario, that part of the county of Erie outside of the city of Buffalo, and that part of the county of Onondaga outside of the city of Syracuse. The county judge in each of the several counties was to be the children's court judge in each county, unless a special judge was elected for the court.

The act became effective November 1, 1922, and conferred exclusive jurisdiction in the trial and determination of all cases arising even under the compulsory education law upon such courts. This sweeping jurisdiction conferred upon children's courts repealed the exclusive jurisdiction that had been vested in courts of special sessions and police magistrates in regard to all cases arising under the compulsory education law from the date that the law was first enacted by the Legislature of 1895.

The commission which drafted chapter 547, even while the bill was pending before the Legislature, came to realize, as pointed out by well-informed schoolmen and other intelligent citizens, that the law giving exclusive jurisdiction to children's courts in the trial and determination of cases arising throughout the State under the compulsory education law would quite completely annul that law in many sections of the State, even in quite populous centers—cities of the third class, villages and open country—because of the well nigh impossible task of bringing to the children's court at the county seat the vast number of cases arising daily under

the compulsory education law. The distance intervening, aggregate expense of taking these cases across country, delay and great inconvenience to school officers—superintendents and attendance officers charged with the local execution of the attendance law—were obstacles within reason insurmountable.

From November 1, 1922, when the children's court act began to function, complaints, protests and severe criticisms almost daily reached the Department of Education from these communities which had been deprived of convenient and inexpensive and effective court action in the trial of cases, that had been their privilege for over a quarter of a century.

Children's court judges, in rural counties, readily recognized the impracticability and physical handicap of serving these remote communities with proper judicial procedure and did not hesitate to express themselves accordingly. The children's court law became in many quarters of the State, as anticipated, an unpopular piece of legislation, indeed so much so that there was introduced early in the Legislature of 1923 a bill to exempt all counties of less than 100,000 population from the operations of chapter 547, and a second bill was introduced later in the session to exempt all counties of the State having a population not to exceed 150,000.

Even obnoxious features, pertaining to application of the children's court act to communities remote from the county seat of government, strange to say, were advocated by certain promoters and uplifters who, though well meaning, apparently did not know, or were unwilling to know, the actual geography and contour of the State, and arrayed themselves against a bill introduced at the instance of the Department of Education to amend the children's court act relative to violations of article 23 of the Education Law (compulsory education statute). This bill proposed to restore jurisdiction to courts of special sessions and to confer concurrent jurisdiction upon children's courts. The bill, providing for the absolutely necessary relief to save the compulsory education law from practical annulment in many sections of the State, appealed and recommended itself to the practical common sense of legislators, particularly members of Assembly whose constituents in rural counties were deeply concerned in its passage, as it would afford relief sorely needed in rural counties.

After due deliberation, on the closing day of the Legislature, in fact during the last hour of the session, after midnight, the bill went to vote in the Assembly and was carried by an overwhelming

majority. The vote was so decisive that the bill received the approval of Governor Smith almost within 48 hours after adjournment.

At the convention of district superintendents, recently held in Albany, a convention representative of 208 superintendents, 48 women and 160 men, a resolution was passed, heartily approving this amendment to chapter 547, and pledging the convention to the united opposition to any proposed legislation in the future which would deprive courts of special sessions of jurisdiction in the trial and determination of cases arising under the provisions of the compulsory education law, while at the same time expressing approval of concurrent jurisdiction being vested in children's courts. Similar resolution was passed by the executive committee of city and village superintendents, who held their annual meeting in Albany at the same time.

At a recent conference of judges of children's courts held in the Senate Chamber, though not very well attended, the administration of chapter 547 was thoroughly and interestingly discussed by some of the abler judges of long experience upon the bench of county courts. One of the most interesting features of the discussion related to the questionable procedure of bringing to children's court parents and those in parental relation guilty of the crime of "misdemeanor" in having failed to keep their children in lawful school attendance, as provided in the school law. It was pointed out that it was a recognized fact among well-informed attorneys that the children's court is not a proper court for the trial of adults guilty of the crime of misdemeanor in depriving their offspring of schooling, and, further, that any person charged with such crime was entitled under the Constitution to trial by jury, if the accused so elected, and that the very nature and purpose of children's courts precluded trial by jury and, therefore, such cases properly belonged to courts of special sessions.

It is and always has been a recognized fact that in the administration of compulsory education laws the law should be made almost invariably to run against the parent, holding him or her primarily and fundamentally responsible for the control and guidance of the child. Students of compulsory education in America, as well as students in the more progressive and advanced nations of Europe, recognize the fact that school attendance laws should and must be operated against the responsible party, *the head of the family*, rather than the child, if the purpose sought to be accomplished in these beneficent laws is to have any proper chance of realization.

In every nation under a constitutional government, where the rights of the child to education are inherently and lawfully recognized, laws enacted for the child's protection are executed against the parent or one in parental relation, and to the extent this procedure is carried forward so-called "truancy"—which is misnomer, as there is not actually one "truant" in a hundred so-called "truants," and we make this statement upon the authority of a quarter of a century's study of the problem—becomes almost negligible as to fact.

Amendments to Compulsory Education Law

At least in recent years, frequent attempts to amend and radically change certain provisions of the law have resulted not only in failure to strengthen and clarify the law but in weakening the statute by ambiguous phrasing, so that even well-informed lawyers, to say nothing of the average schoolman, may give up in despair of successfully discovering what the intent of the law was. This sort of practice on the part of even well-meaning, interested people should be restrained. Altogether too much detail is sought to be incorporated in the law—detail that should be furnished under rules and proper regulations by the Commissioner of Education. Much minor detail in a statute invariably renders such a statute cumbersome, confusing and often misleading. When it is borne in mind that the law is to be administered largely by laymen—superintendents of schools, boards of education, principals of schools, sole trustees and attendance officers—the road over which they are to travel in the performance of their duties under this law, with which they have daily relations and responsibilities, should be made plain, otherwise discouragement attends their efforts.

To make somewhat clear what we have in mind, under an amendment to the school law by the Legislature of 1921 substantially the following was incorporated:

Any person in parental relation to a child or minor * * * who does not cause such child or minor to be subordinate and orderly when in attendance upon instruction as required * * * shall be guilty of a misdemeanor and the punishment therefor shall be for a first offense a fine of not more than fifty dollars; or imprisonment for not more than ten days; for a second and each subsequent offense, a fine of not more than two hundred dollars or both such fine and imprisonment.

It is unnecessary to say that this provision of law has been and will continue to be, and should continue to be, so long as it remains on the statute books, a dead letter. The parent or one in parental relation, during the entire history of our public school system, has

been responsible for the conduct, control and management of his child until such child enters upon the school premises of the school to which he is accredited. Then the responsibility for the discipline, control and management of such child passes to school authorities or their duly appointed agents—superintendents, principals, teachers etc.—and such responsibility of school authorities continues until the child is released and passes beyond the school premises. To attempt by statute to hold the parent responsible for the discipline and management of the child while at the school, and thus deprive his instructors of controlling and managing such child, and to make it a crime of misdemeanor on the part of the parent for the misbehavior of his child while at the school, is absurd. Not a jury or court in the land, of course, would impose a penalty upon any parent for misconduct of his child while at school, unless in the course of trial evidence made it clear that the parent, by encouraging the child to misconduct and directing him to misbehave, was the responsible party for such misconduct. Possibly, in such circumstances, court and jury would feel justified in punishing the parent.

Gain in Attendance

The average daily attendance in the public schools of the State during the past year was 84.4 per cent of the total enrolment. For the previous school year this percentage was 83.4. The percentage of 84.4 is based upon a total registration of 1,874,302 and a total aggregate days' attendance of 295,923,865.

There was a gain of 2,959,238 days' attendance in the past year as compared with the school year 1921-22. The increase in percentage of attendance to enrolment was not only 2,959,238 days but was equivalent to 1644 pupils each attending a full school year of 180 days.

School Census

The school census has already been dwelt upon at considerable length in previous reports and by correspondence as well as personal contact through the medium of the field force. Some things mentioned before might well be repeated here, however, for the edification of those who have as yet failed to grasp the importance of having a working knowledge of the materials and tools with which they are to be engaged.

The taking of a proper census is one of the most important duties devolving upon school authorities, because proper enforcement of

the compulsory education and child labor laws is dependent upon complete and accurate census information. We have no reason to be proud of the care and interest manifested on the part of local school authorities, especially in the rural districts, in the taking of the census.

It is as important to have a properly taken census, distributing and classifying the school population of a community, as it is to know how many teachers of diversified qualifications are necessary in a particular school system in order to provide for the proper instruction of the children of various ages and stages of development.

Our American education depends for its continuance upon the level of intelligence of our citizenship.

The rapid advancement of civilization with its democratic forms of government has taught us that the education of the child is of vital importance to the proper administration of the Government and even to the life of the State itself, and has demanded a law which insures to all the children of the State alike an equal chance for at least a common school education. In order that the best interests of the State may be served, the State sets an educational standard which every child must attain before entering upon the field of endeavor, and as means to that end it places within the grasp of every parent the opportunity of educating his children at public expense.

Thus it was that the school census came to be recognized as an essential adjunct in the enforcement of the statute requiring attendance at school, for in order that the law might reach those for whom it was intended, it was necessary to know who they were and where they lived, as well as something about their ages and ability to comprehend the instruction given at the public school.

Although the school census is by no means a new idea, the permanent census idea as applied to cities of the first, second and third classes is closely allied to the scheme of things in modern business where keen competition and the resulting necessary efficiency demand reliable, up-to-date facts at all times, and up-to-date inventories are therefore recognized as indispensable. Not unlike this business competition is the competition between the schools and industry with its ever increasing demand for child labor.

The greatest problem confronting school authorities in cities in maintaining a proper enforcement of the compulsory attendance law is the constant shifting and changing of the population. Families move from one place to another within the city, while

others take up residence in the city for the first time, and still others move out of town. Some parents, wishing to exploit their children, move ostensibly to go out of town, only to return at a later date to some remote quarter of the city and purposely neglect to place their children in school. The residence of these children in the city is frequently not discovered until their absence from school becomes a flagrant violation of law and through some uncertain channel finally comes to the attention of the proper authorities.

Age is a vital factor in the enumeration of a census, in fact, no intelligent study of problems of school attendance may be made until the age distribution of the population has been determined. In taking a census, both date of birth and age at last birthday should be called for, one as a check upon the accuracy of the other, and this double return should reduce the margin of error. Errors in returns relating to age arise from the fact that a considerable number of persons do not know the exact ages of their children and the enumerator in many cases obtains information relating to the child enumerated from a person who can state the age only in approximation. This difficulty is somewhat emphasized in the case of the foreign-born parent who many times claims to be unable to obtain documentary evidence of dates of birth of children in foreign countries. Reference to passports in such cases will frequently prove satisfactory evidence of age.

As has been advocated before, a statewide exchange of transfers in the case of children of compulsory school age, who remove from one part of the State to another and sometimes successfully evade the compulsory education law for varying periods of time until accidentally discovered, would supply the missing link in a statewide census scheme.

Migrating Parents

In a careful survey and study of the enforcement of the compulsory education laws in the sections of the State where there are large centers of population, made up in great part of people of foreign traditions, having come to this State from parts of Europe and among whom are many illiterate parents, it is found that cities and villages find it most impossible to enforce the law.

In the first place, during the months of April and May thousands of foreign-born parents leave communities in which they have lived during the winter months to find work in the open country. They find employment in sections of the State where gardening, fruit growing, truck farming and like occupations are

carried on. With the parents go the children of all ages. The homes they occupied in the city or larger village are left vacant; seemingly no knowledge is given to landlords as to where the tenants are to go. Children are withdrawn from school; in most cases no notice is given school authorities that they are to leave. They move overnight or during weekends. As a result, school populations of many communities are reduced and children are lost to school authorities, while on the other hand other school populations do not increase; but it is known that these children are not required to enter school, for there is a question as to whom the authority of law enforcement belongs. The children do not enter school but work for parents and others in the cultivation and harvesting of crops near canning factories, and other marketing places. The children are exploited.

In the second place, when school authorities attempt to enforce the law by taking census or forcing these children into school, the parents claim residence elsewhere. The city or district in which the parent last voted is, at least for the time being, his legal residence, and the school authorities of such city or district should enforce the law against evasive parents. The last voting place is the legal residence unless the parent can show that he has established a legal residence at some other place. Parents succeed in dodging the law frequently, and school authorities too readily accept the evasive and, as a rule, untruthful statement of parent.

In the third place, when school opens in the fall, many children are missing in the schools located in the foreign sections of the cities; both parochial and public schools are affected: then, as weeks of school pass, children begin to enter school at different periods, coming from 2 to 20 weeks late. In most cases investigation shows that these children have been illegally employed.

The results are that in the State thousands of children are deprived of their right to an elementary education. These children are not regularly promoted in school because they have not covered the required work of the grade last attended. They become over-aged, and soon are truants from school. Drifting away from instruction, they find blind-alley jobs. They are difficult to locate for they resort to every means of evading the law. Many thousand such children never return to school. Their names are not on the census; having been absent from the city or village when the census was revised and also having vacation permits, they remain out of school.

The attention of the State has been called to this problem by city and village as well as rural school authorities. These school authorities complain that it is impossible for them to solve the problem. They are much concerned about it for two reasons. One is that children are lost to their schooling, and the other is that confusion is caused in school supervision and school teaching by receiving these late entrants in grades already weeks along in the work. There is a disastrous effect upon the discipline resulting from receiving these retarded children, who are in due time social misfits for the group and soon become trouble-makers because they no longer have any interest in the work which they partly covered a year or two before.

In our survey hundreds of children were found who had been lost from any school for periods of 1, 2 and 3 years, but who had accidentally been found by attendance officers or other school officials. These children had been either at home doing nothing or had been illegally employed.

Another difficulty results from the fact that the force of attendance officers is not adequate to take care of the problems resulting from nonattendance at school of children who regularly register at the opening of school. Then again, if the principal of a large school in the city requires an attendance officer to look up all missing children, this work requires 6 or 8 weeks, and during this period the regular cases which normally occur are neglected.

When a condition of such a character exists and when parents of these children go unpunished and the children go without schooling, other parents living in rural districts into which this floating population is temporarily lodged disregard the law, and, as a result, the rural school trustee can not maintain regular attendance of resident children. There is no justification in the excuse offered by the rural resident and taxpayer. Nevertheless, he evades the law under the idea, "Why should I be compelled to send my children to school when the school authorities do not cause the children of all parents to attend?" Surely it is hard to make resident parents comply when they charge that discrimination is exercised.

It has been found that many trustees of rural district schools do not cause the children to attend school in their respective districts because they contend it would be an extra expense and that these foreigners pay no taxes. They also claim extra teachers and additional school accommodations would be necessary. There can be no question about that, for there are hundreds of these

migrating children in some districts. In many cases they remain only for a short period and then go elsewhere.

As a result of all these conditions, both rural and city school authorities are relieved of any careful follow-up system whereby children are caused to attend school. It is simply a case of each of these authorities feeling that it is either not possible to enforce law or that it is not clear whose duty it is to have these children in schools to which they are rightly accredited. This is illustrated by actual findings made in the survey. In a small village of about 1500 population, a girl of compulsory school age lived freely for about 18 weeks without attending school because her parents claimed residence in a large city nearby.

A school is the instrument used by the State to raise as well as to maintain a high level of intelligence among its citizens. No argument is necessary to realize that, when thousands of her young citizens are obtaining no schooling worth the mention because of an inability to keep the children regular in attendance on instruction, the level desired in a democracy can not be realized for its entire population.

As serious as the problem is and has been, it is nevertheless gratifying to know that school authorities have come to the Department with this problem, asking for assistance in its solution.

In recent years in the schools of the State there has rightly grown up a vigorous campaign to improve the health of the children attending school. Special methods are exercised by a large number of school communities to bring the physically weak and undernourished children up to normal. This is well and should be encouraged, but it should be seriously considered in this connection that all children do not secure benefits of such corrective methods because of the fact that thousands of the most needy are not regular in attendance at school. Children of poor parents, foreign and native alike, are irregular in attendance and miss the values of the campaign for better bodies as well as the values of school instruction. If a campaign such as is being projected by the schools for undernourished and neglected children is carried on in the school—and it is—the school authorities should make regular attendance at school a part of this worthy campaign so that all children could be benefited thereby, to the end that the most needy would not only receive a bit of physical help but that they incidentally would obtain their proper and inherent right to an education.

High Attendance Without Resort to Law

In those cities and districts where the law is enforced, a high percentage of attendance pertains; yet much may be done to raise and maintain a high percentage of attendance without resorting to the execution of the law.

Many city and district superintendents are accomplishing this end by creating in their schools, among teachers and pupils, a healthy spirit of rivalry in the matter of attendance. Several plans for the accomplishment of this end are in use in the schools of this State. Such a plan sets a definite period of time, such as the week, month or term. At the end of such set period of time, the grade or school having the highest percentage of attendance is given some award of merit, such as a flag, to be retained by such grade or school until awarded to some other group. Not only is some award of merit made, but there is also posted in prominent places in the school the record of every grade or school in the school unit. By some such method as the one enumerated, the percentages of attendance in some supervisory districts have been increased from 25 to 30 per cent in a year.

Keeping Registers Properly

The law makes it mandatory for the teacher of every school to keep an accurate record of the attendance of all children between 7 and 16 years of age, showing each day by the year, month, day of the month and day of the week, such attendance, and the number of hours in each day thereof, and provides for the keeping of the register by the district clerk as a permanent part of the records of the district.

Registers are provided by the State, in which are printed definite rules for their use, to the end that the register may contain all essential facts. As the law provides for the keeping of a register and the Education Department has laid down rules for the guidance of the teacher, uniformity should prevail throughout the State in the keeping of these records.

Teachers and superintendents too often fail to comprehend the necessity of keeping records properly. In some cities and school districts, instead of keeping records of attendance according to the rules formulated by the Department of Education, there are as many systems as there are teachers or buildings in the school unit.

Professionally trained teachers often fail to understand the first duty of opening school, which is to have a definite idea of the in-

formation contained within the register, that he or she may properly begin the term or day with an accurate record of all pupils in attendance. Much of this failure on the part of teachers is due to the lack of emphasizing this important part of a teacher's duty in the training of such teachers in our state institutions.

While the teacher is not under the law charged with its execution, yet upon her or him devolves the duty of keeping a correct daily record of attendance and nonattendance of pupils and students.

Superintendents Should Know the Law

The compulsory education law provides that "the superintendent of schools shall supervise the enforcement of the act within his city or school district."

In order to supervise intelligently and effectively the enforcement of any law, the one charged with this duty must necessarily have made a study of that law sufficiently to understand its meaning. Opportunity to know the law has certainly been afforded all superintendents within the State, as the State Department of Education has been most generous in furnishing to superintendents copies of the law and copies of digest of the law, formulated at this Department within the Attendance Division with much labor, study and care. Circulars of information in addition to the law and the digest have been furnished superintendents, so that any man or woman, who has attained a superintendency in a school system, with the amount of help afforded, ought to be able to know the law and supervise its enforcement within his territory. Yet with no thought of undue criticism upon any particular public official, it should be stated here that in the round of inspection of schools by the Division's field men, reports reach the Department frequently that certain superintendents are found to be uninformed in regard to even the fundamental requirements of the law, do not understand how proceedings are to be taken against parents violating the law and are lamentably short in their ability to give advice to principals, teachers and attendance officers.

Any information a superintendent may need at any time may be had from the Department promptly on request. This fact is well known.

Superintendents, aside from the administration locally of school attendance laws, as executive officers have many other duties to perform, but we venture the statement that no duty has more weight or should be more seriously considered by the superintendent than

an intelligent understanding and effective action in the enforcement of the attendance law. To the extent that children amenable to the law are not in attendance at school does the entire school machinery, so far as these children are concerned, fail to function. Furthermore, moneys expended by the taxpayers of the State, locally and statewide, for the education of the child are wasted to the extent that the child is absent from lawful instruction.

We are pleased to say in this connection, however, that what may be interpreted here as criticism does not apply to very many superintendents. Most commendable and congratulatory reports are received from the inspection force concerning hard working, intelligent superintendents who are students of the law and understand its provisions and see to it that they are properly carried into execution.

Private and Parochial Schools

During the past year a study was made of the work being carried on in private and parochial schools. This study covered a period of about 9 months. It included schools in cities, large and small, villages and in the open country.

The private schools are less numerous and not so generally dispersed in the State. The majority are located in the larger cities, although there are a few in the smaller cities and villages. The work of the Department in relation to the private schools was carried on principally in cooperation with the local school authorities; in some cases the local superintendent of public schools accompanied the state inspector during the inspection. The purpose of inspection was to ascertain facts concerning the nature of the course of study followed, the length of the school year, the relation existing between the local authorities of public school and private school, the nature of school attendance at these schools and how the record of attendance was kept.

It was found that the course of study in most cases met essentially the state requirements as to kind of subjects taught, because in nearly all the schools visited the common elementary branches that are set forth in the compulsory education law were being taught. There are two outstanding conditions relative to the private schools that should be changed. First, the school day in many cases was too short, sometimes confined to one session, with the result that class periods were short, seemingly too short, as compared with the time devoted to the instruction in the same subjects in the public schools in the communities in which the private schools are located. Second, the school year is in the majority of cases con-

siderably shorter than the law requires of the public schools. The schools open for instruction in late September or during the month of October and continue instruction until the middle or latter part of May. In some instances these schools maintain instruction until the time of closing the public schools; the major number do not, however. This short year, while it does not meet the requirement of the law, gives rise to a condition making difficult the enforcement of the compulsory attendance laws. When the children attending public and parochial schools are compelled to enter school, the children who attend private schools do not enter until later, and often this causes difficulty, especially in the large centers of population.

Attendance and census officials receive reports of parents violating the law, and investigation shows that their schools are still unopened. It leads to confusion in the administration of the law and tends to break down the effectiveness of its enforcement; for, during the periods of the year, at the beginning and closing of the school year, when children attending private schools are not in school, parents of children required to attend school raise the question of discrimination, which makes it necessary for school authorities, whose duty it is to enforce the law so that all children shall receive an education, to adjust the activity of the attendance force so that part of the children shall attend school and another part shall be exempt. This is a poor arrangement and should be adjusted.

The daily records of attendance kept by the teachers of the private schools show the regularity with which pupils attend. Such records are not uniform among the schools, nor do they conform with registers and regulations of the State Department of Education.

The course of study followed in the parochial schools in the different dioceses in the State meets quite fully the requirements set up by the State Department of Education in the several syllabuses for elementary school subjects. In fact the state syllabuses are followed and in many dioceses the syllabuses and courses of study set up by the dioceses parallel the state outlines and have met with the approval of the State Department of Education. The parochial schools give the State Regents examinations to the children of the upper grades, leading to the earning of an elementary preliminary certificate issued by the State Department of Education. The success with which a majority of parochial schools pass the Regents examinations is satisfactory.

The parochial schools have a school day and a school year of the same length as do public schools in the city or village in which such schools are located. The records of attendance are regularly kept either in registers furnished by the State or the city. Attendance at the parochial school is under the same general direction as that having charge of the public schools.

The Attendance Officer

While there has been improvement in the past few years in the type of man selected for the important position of attendance officer, yet in many instances, especially in rural communities, there is afforded ample evidence that appointing officials have not fully understood the importance of the office and have felt that the law governing attendance officers is perfunctory and that a mere show of complying therewith answers all requirements. In too many instances the office is handed to some old man who needs the pittance that is usually considered a sufficient bit of charity thus extended, to some cripple in need, to some one who feels himself entitled to patronage for political service, or to the lowest bidder.

Too often such appointees have no adequate idea of the service to be rendered, to say nothing of its vital value, and in consequence nothing is accomplished for stimulating a desire on the part of the public for obedience to the law and nothing whatever is done to enforce the law when conditions, bound to become bad under such service, become intolerable and demand drastic action.

As long as parents are not educated in their responsibilities under the law or purposely and persistently violate it by keeping their children of compulsory age at home to work, to run errands, to mind younger children while parents are at work, or to go on pleasure trips while school is in session, there will be need of the service of efficient attendance officers; and, if the service of such is to be effective, to fulfill in largest measure the purpose for which it has been provided in the law, it must be rendered promptly, intelligently and effectively in city, village and country.

Such service requires a type of citizen and an attention to duty that demand a salary in proportion to the time necessary for the duty and the effort expended in its discharge.

The ideal which the Division and its representatives have been holding up to school authorities calls for the appointment of the very best citizen who can be enlisted for the service, a man of respected character, intelligence and tact, who will give correct instruction in the provisions of the law and inspire his public with the spirit under-

lying the law. It is essential that there be appointed a man of sufficient stamina to enforce without fear or favor the penalties of the law, when milder measures fail of producing results and parents continue to rob their children of their right to have continuous instruction provided by a generous State for their future economic advantage, provided by a jealous State for its own protection in the up-building of a population fitted for the intelligent discharge of the duties of citizenship.

An adequate salary is the first essential in securing the right kind of attendance officer. This point is being emphasized constantly, and it is gratifying to report that in many towns, villages and cities salaries have been increased and in consequence the character of attendance officers has been improved and the service rendered has been correspondingly effective.

SCHOOL BUILDINGS AND GROUNDS DIVISION

Prepared by Frank H. Wood, Director of the Division

In the field represented by this Division there are two significant developments that deserve more than passing mention: first, the selection of large areas of land for school sites; second, the planning of school buildings not only for class instruction but also for the social, recreational, physical and intellectual training of pupils *en masse* during the school day and for the use of the entire community in these same directions when school is not in session.

Large Sites

The selection of large school sites, ignored though it has been well nigh completely by past generations, is a matter of paramount importance. Not only do the needs of the pupils render it so but also the constantly increasing difficulty and cost of acquiring adequate areas and suitable locations.

A gratifying growth of sentiment in this direction is to be seen in the great strides that have been made in recent times particularly within the past 5 years to acquire large areas for school sites and public playgrounds. Appended is a list of all known public school sites in the State of 5 or more acres together with the date of purchase and the cost so far as obtainable. It will be seen that 60 per cent of all these sites have been acquired since January 1, 1918.

In the selection of school sites it is vastly important to anticipate the future needs, to make liberal provision for them when lands are available and prices are at all possible. This is a duty that age owes to youth, that parents owe to their children and to their children's children, that the present generation owes to coming generations.

Activity is the law of life. In a peculiar sense it is true of youth. Furthermore, the activity of childhood differs in character from the activity of age as widely as the respective interests and needs of each. Play is just as essential to the former as work is to the latter. Without it there can be no natural health, growth and development either of body or mind. The school as well as the home is in duty bound to recognize this fact and to make liberal provision accordingly.

Physical training and supervised play are at length coming to be regarded as a necessary function of the school. Indeed, the State in knocking at the homes and demanding the possession of the boys and girls during the best hours of the days through all the most impressionable years of childhood and adolescence, must view these activities with deep concern and must hold itself partly responsible for properly ministering to them.

The school site as well as the school building is an indispensable nursery and training ground of education. It should serve not only to develop soundness and vigor of both body and mind, but should also be made the practical training field for exemplifying and inculcating the fundamental principles of civics and economics and the invaluable elements of manners and morals. Where else in the entire life of the young is there such exceptional opportunity to train the will, to beget habits of self-control, to encourage right thinking and courageous action, to inculcate habits of clean speech, to teach in concrete form such important lessons as those of courtesy, obedience, respect for superiors, consideration for the unfortunate, the need of organization and leadership, regard for the rights of others, responsibility for the performance of duties, mutual dependence, the necessity and virtue of cooperation—in short to exemplify in actual practice the principles of self-government!

The schoolhouse should also minister to the esthetic needs of the child. If the child is influenced by his surroundings, as he unquestionably is, must not the State and community unite and cooperate in seeing that the grounds are not only adequate in size to meet all needs, but that they are made attractive, uplifting and ennobling, with beautiful lawns, shrubs, trees and flowers, with surroundings at least commensurably as helpful and inspiring as those of the best homes from which the pupils are taken?

Facilities for General and Community Use

The needs and requirements of the times make the auditorium, gymnasium, library and homemaking department mandatory. The physical training law, the motion picture, school athletics, elocution, chorus practice, special courses and school entertainments of all kinds make provision for these activities inevitable. Very soon, too, the radio must have its place in the school program for entertainment and instruction. All this adds materially to the cost of construction. Happily, these accommodations are much needed by the general public out of school hours. Fortunately also, the schoolhouse is the logical place and manifestly the fittest one for community activities. It is constructed and maintained at the public ex-

pense and is controlled by officers elected for short terms by direct vote of the people. Its rooms and equipments meet the needs both of the school and of the public. No walls of separation between rich and poor, no political, religious or social barriers can legally exist here.

This joint use of the schoolhouse has developed so rapidly during the past few years that it has become the rule to take it into serious consideration and to make provisions for it both in the construction of new buildings and in the remodeling of old ones. The beneficent results from this community use of school facilities in the villages and cities where the plan has been adopted have far exceeded expectations and are beyond evaluation.

Perhaps the most complete illustration of this practice on a large scale will be found in the city of Jamestown, where not only the newer buildings have been planned with this end in view but more than a half million dollars has been expended to provide these accommodations in all of the other buildings without them. In the office of the superintendent will be found a schedule of the various activities in the school building in each one of these community centers. These schedules are made out periodically and supervised by the assistant superintendent in accordance with a set of prescribed regulations.

The use of the school building by the general public for social, recreational and instructional purposes is an application of the principles of the pure democracy that inheres in our most democratic political unit of government, the school district, and that finds its finest expression and exemplification in the public school.

List of large sites, cost and year of purchase

<i>Location</i>	<i>Size of site in acres</i>	<i>Cost</i>	<i>Year of purchase</i>
Akron.....	14	\$7 000	1922
Allegany	8	3 200	1923
Angola	6	.....	....
Aurora	10	4 000	1921
Barker	5	1 800	1911
Beacon	5	9 000	1914
Belleville	6	.....	....
Belmont	5	.....	....
Bronxville	11	Includes adjoining village athletic field	
Camillus	5	3 500	1912
Canandaigua	6	Gift — Academy grounds	
Candor	5	.....	1910
Castleton	6	1 150	1917
Cato	5	4 800	1922
Central Valley	7	9 000	1921
Chazy	25	W. H. Miner site	1916

<i>Location</i>	<i>Size of site in acres</i>	<i>Cost</i>	<i>Year of purchase</i>
Clarence	9	Gift	
Cohoes	29	\$30 000	1917
Cornwall	8	.....	....
Croton-on-Hudson	10	.....	1922
Crown Point	6	3 000	1922
Delhi	8	Gift — Academy grounds	
Dryden	5	.....	....
Dunkirk			
High school	5	Gift	
Elementary	6-7	6 500	1916
Elementary	5	15 000	1921
East Islip	7	3 500	1885
Eastwood	7	15 000	1922
Elmira	10	35 000	1916
Endicott	Adjoins a park of 25 acres		
Fairport	6	25 000	....
Fort Edward	5	8 000	1922
Fort Plain	7	10 000	1915
Fredonia	10	.....	....
Germantown	6	6 000	1922
Glen Cove	8	30 000	1922
Greenburgh	7	.....	....
Hampton Bays	5	1 800	1907
Hannibal	6	600	1922
Harrison	15	24 500	1923
Hempstead	5	21 000	1918
Hempstead (Luwood)	7	24 000	1919
Hicksville	15	20 000	1922
Hoosick Falls	7	2 200	1915
Huntington	5	.....	....
Islip	9	.....	1922
Jamestown			
High School	10	6 000	1863
Sherman Street School	5	14 500	1905
Junior High School	8	25 000	1922
Junior High School	15	27 000	1922
Kenmore	25	54 000	1922
Kingston	7	55 500	1913
Lake Placid	8	Original plot \$7,000; since 1916 to date \$18,000	
Le Roy	10	20 000	1908
Lockport	18	16 000	1923
Loudonville	6	.....	1923
Mamaroneck	12	44 000	1922
Manorville	20	.....	....
Marion	6	13 000	1922
Massena	6	16 200	1916
Mechanicville	5	52 000	1888, 1919
Merrick	8	40 000	1923
Mount Kisco	5	5 000	1894
Mount Vernon			
High School	8	100 000	1910
William Wilson Junior School...	6	25 000	1922
New Rochelle	6	2 400	....
Northport	10	17 500	1922
North Merrick	4	4 000	1923
North Tonawanda	6	4 125	1892
Nyack	10	.....	....

<i>Location</i>	<i>Size of site in acres</i>	<i>Cost</i>	<i>Year of purchase</i>
Olean	5	\$13 200	1914, 1922
Orchard Park	6	7 500	1914
Oyster Bay	9	50 000	1920
Patchogue	8½	45 000	5 acres gift 1916, 3½ acres 1916, 1920, 1922
Pelham	8	50 000	1918
Piercefield	5	Rented from Paper Co. at \$1 a year	International
Port Jervis	19	13 000	1919
Portville	7	2 500	1911
Port Washington	11	50 000	1922
Rochester			
School 28	5	9 288	1914
School 38	8	58 500	1921
School 46	6	25 512	1921
School 47	8	31 000	1922
School 48	6	7 300	1922
Jefferson Junior High School....	41	.....	1917
Madison Junior High School....	9	91 977	1917
North East High School.....	16	31 600	1916
West High School.....	9	30 000	1923
Rockville Center	5	26 000	1922
Sag Harbor	12	.....	....
Salamanca	6	13 000	1906
Saranac Lake	6	6 000	1907
Sayville	5	9 100	1922
Scarsdale	10	35 349	1916
	6	31 753	1917
Schenectady	9	13 300	1914
Skaneateles	9	2 400	1900
Solvay	13½	.....	1923
Southampton	6	15 000	1912
Spencer	Adjoins a park of 7 acres		
Tarrytown	10	100 000	1920
Ticonderoga	20	2 000	1921
Tonawanda	5	4 600	1915
Uniondale	5	10 500	1923
Watertown	14 city lots; new 1922 school adjoins open park of 600 acres		
Webster	10	8 500—8 acres	1920
		2 300—2 acres	1922
West Bloomfield .....	....	4 000	1922
White Plains	5	25 000	1920
	10	50 000	1922
Willsboro	10	Gift	
Windsor	7	Part donated	1922
Woodbourne .....	....	500	....
Yonkers			
Charles E. Gordon High School.	7	100 120	1922
East Yonkers High School.....	9	52 910	1922



THE STATE MUSEUM AND DEPARTMENT OF SCIENCE

Prepared by John M. Clarke, Director of the Museum

The activities of this Department, educative and observational, have continued along established lines without essential variation, except as required to meet unusual or unexpected conditions.

The work of scientific research covers the departments of geology, paleontology, botany, entomology, archeology and zoology. These are lines of scientific investigation specified by the rules and regulations but accessory thereto are incidental demands along approximate lines of research which make very close contacts with them, various aspects of conservation, floriculture, forestry, water supply, architectural and other construction, history etc. The permanent members of the scientific staff are in constant demand for lectures in all parts of the State, to the various agricultural organizations, to botanical and zoological societies, academies and societies of science, local forums and clubs, so that the total service of this sort is important. Of higher moment, however, is the usefulness of the scientific publications issued from the Department, which permeate all our state communities and spread themselves much farther afield through the libraries, schools and other educative agencies of this and other lands. This statement leads to a direct reference to the circulation of the Department publications on the birds and wild flowers of New York. Though all the copies of these publications are held for sale, the demand for them does not lessen. It would seem that in order to meet this demand, editions must be constantly replenished and renewed. The response to this educative propaganda in these two groups of natural creation is so marked as to be vivid. Its results are seen in the widespread organization of bird study clubs, bird sanctuaries, botanical societies, wild flower clubs and wild flower preservation.

The deep popular interest in the development and increase of public parks which has made itself evident during the past year, has had a healthful reaction upon the park properties of the Museum, which have been especially set aside for their natural interest and

to preserve them from the incursions of industry. For the first time, it has been possible to begin the execution of plans for the improvement and safeguarding of these properties. The State Museum's parks are at present the following: (1) Clark Reservation at Jamesville, near Syracuse; (2) Squaw Island, Canandaigua lake; (3) Cryptozoon Ledge near Saratoga Springs; (4) Stark's Knob Volcano near Schuylerville; (5) Chittenango Falls Park. The last of these came into our possession a year ago by action of the Legislature and by the desire of the former trustees of the property. An effort was made this past year to acquire the aboriginal flint quarries covering 40 acres of land south of West Cossackie and a bill for this purpose passed the Legislature, but was disapproved by the Governor. It is thought that this property can be set aside eventually through the provision of the general park extension legislation.

Special scientific investigations in the geological survey, the mapping and delimitation of the geological formations, made in preparation of the great map of the State on a scale of one mile to the inch, proceeds without interruption. In the difficult regions of the Adirondacks and the country about the Highlands of the Hudson this work has gone forward within the past year. Special provision was made by the Legislature for more extended operations in the study of the petroleum supply and production in this State, the outcome of which studies has been most enlightening and on the whole rather unexpected. Geological research has been prosecuted along other lines; moulding and construction sands, salt production, origin of the glacial drift, etc.

In paleontology the study of the ancient life of the State has not been interrupted and New York continues to be a fountain of knowledge of the history of life in the earlier stages of the earth's record.

The division of archeology not only has grown to be an agency for the accumulation and study of the relics of the aborigines, but is in active touch with the present concerns of the Indians of the State. Its activities lead it into close contacts with the operations of various historical societies and Indian welfare associations. It is the parent office of the New York State Archeological Society and it maintains a personal touch with the Indians resident on the reservations and elsewhere and their concerns as presented in various ways, especially through the intended or effective legislation.

The work of the State Entomologist requires special mention because of its importance. Dr E. P. Felt evolved a plan for meeting

the menace of the gypsy moth and this plan is being put into effect through the agency of the Conservation Commission, which Doctor Felt has joined under what is provisionally accepted as a leave of absence. This economically important work is going on under a generous appropriation and a large staff of workers, the efforts being directed to the creation and maintenance of a barrier zone along the entire eastern border of the State for the exclusion of this invading menace from the East. Dr Mortimer D. Leonard has followed Doctor Felt in charge of all the other entomological duties and has continued the active investigations of various insect pests that hamper the agricultural and forest development of the State.

In botany, not only is a constant effort made to increase the knowledge of the flora of the State, but efficient cooperation and encouragement is given other important organized efforts now making to protect the native flora of the State from destructive invasion. To accomplish this end is largely a matter of education and awakening of the moral perceptions.

In the physical Museum or what might appropriately be termed the Department of Exhibits, some noteworthy and attractive additions have been made and one ambitious plan inaugurated. The latter is the deliberate and carefully thought out effort to rehabilitate and illustrate the vanished Devonian forests of Gilboa. Although this recent discovery of the successive forests, brought to light largely through the operations of the New York State Board of Water Supply, has had a limited publicity, it is certainly much more momentous in historical significance than any paleontological discovery of recent years. It has lacked sensational headlining, but its importance and its magnitude are all the more remarkable from the fact that it has revealed itself within the State of New York in an area which has been studied perhaps more deliberately and elaborately than any equal area anywhere. Because of the nature of this discovery and the fact that it registers a new knowledge of the history of plant life upon the earth, it has been thought wise to bring it back to the vision as far as can be done by mechanical and artistic contrivance. In this restoration the actual remains of the trees are being utilized and it is hoped therewith to give to the public a glimpse into the forest aisles of ancient Devonian times without, in so doing, in any wise overpassing the limitations of probability. The installation is elaborate and is exacting the best talent, both scientific and artistic; it will require time and will certainly require

money, but it can not fail to justify itself as an educative and scientific display.

Each year the Museum feels more strongly its spacial limitations because of the always recurring occasions for increased display, the ever present danger of encroachment upon aisle space, and the necessity of utilization of wall space. It is a situation which can not be remedied except by an enlargement of the Museum quarters.

LIBRARY EXTENSION DIVISION

Prepared by William R. Watson, Director of the Division

Library reports. In last year's report the suggestion was made that the period to be covered by the annual reports of libraries be changed from the year ending June 30th to that ending December 31st. An amendment of Regents Rules to provide for this was enacted, and the change was initiated with the reports submitted this year which, with few exceptions, cover the calendar year 1922. Necessarily this year's reports overlapped last year's from January 1 to June 30, 1922, but this arrangement seemed preferable to one which would require reports for a period of either six months, or a year and a half. Nearly all the libraries cooperated uncomplainingly in making the change, although it caused them considerable extra work in some instances, due in part, undoubtedly, to a failure to keep systematic records. Except for a report of finances, it should be possible for almost any library keeping careful records to report for a year ending with any month such facts and figures as are called for in the forms furnished by this Division. It is anticipated that libraries will have less difficulty in reporting for the year ending December 31, 1923, as they have had ample notice that the report must cover that period. The change in the time at which the annual reports are received will do much to relieve the congestion in the office during the summer and fall months.

Certain information is always asked for in reports not because it can not be obtained from other sources, but in order that there may be assurance that the libraries themselves have such information and are being conducted in accordance with it. It is unfortunately true that in many instances libraries are administered without much regard for business principles, and these reports are often of assistance in checking up the methods of procedure that are being followed, thereby making it possible to correct errors that might otherwise lead to serious complications. It is not uncommon for libraries to change the number of their trustees and the method of their election regardless of the fact that they have no power to alter the provisions of their charters which ordinarily prescribe the number of trustees and how they shall be chosen.

In many instances the financial statements in the reports indicate that such records are not very carefully kept. Doubtless this is due in part to a lack of knowledge of bookkeeping methods and in part to the fact that the treasurer ordinarily receives no compensation and gives as little time as possible to his official duties. Some simple form of keeping library accounts should be worked out and made available for small libraries.

The reports as a whole show a small increase in appropriations, but not sufficient to offset the great increase in the cost of operation. It is no exaggeration to say that most libraries are not receiving as much income from the standpoint of purchasing power as they had in 1914. To obtain a true comparison it is only necessary to multiply the present income by 65 cents, the purchasing value of a dollar as compared with its value before the war. The library, therefore, which points with pride to a present appropriation of \$10,000 as compared with \$7,500 in 1914, loses sight of the fact the purchasing power of its \$10,000 is only \$6,500, and that consequently the library appropriation has in reality been decreased instead of increased.

It is a very remarkable fact that in spite of the increased cost of operation the cost per volume of circulation was almost exactly the same in 1922 as in 1914. In 1914 total expenditures of all libraries reporting were \$3,824,023, for all purposes and total circulation was 22,918,026, so that the cost per volume of circulation was 16.68 cents. In 1922 total expenditures for all purposes were \$5,666,836 and total circulation was 33,342,523, making the cost per volume of circulation 16.99 cents. The above figures do not accurately represent the exact cost of circulation because the expenditures as given include also the cost of maintaining reference departments and all other library activities, but the figures are comparable and are significant.

Library legislation. There was not a great deal of important legislation relating to libraries enacted at the 1923 session of the Legislature. Once more the bill to amend the tax law by changing the wording to harmonize with the definition of "association" and "public" libraries as adopted in 1921 was defeated presumably under some misapprehension that the proposed change would extend the privilege of exemption from taxation.

The most important bill was one restoring subdivision 3 of section 1117 of the Education Law, which was inadvertently dropped out in amending the section in 1922. This subdivision gives the Regents power to fix standards of library service and to enforce them. As a

separate bill it attracted more attention than when it was originally passed in 1921, and this led to a good deal of comment in newspapers in various parts of the State, and to some misapprehension of the purpose of the bill. It was passed, however, without opposition in either house and received the approval of the Governor.

There is still considerable legislation necessary in the interest of libraries, and to clear up certain indefinite and questionable provisions of the present laws.

It seems desirable, so far as practicable, to assemble in one place in the Education Law all the provisions applicable to libraries, and as opportunity offers this plan will be followed.

Grants to libraries. As there was no increase in the appropriation for distribution as grants to libraries, the fund, as usual, was insufficient to meet the demands. Although the law provides that each free circulating library complying with Regents' requirements shall receive \$100 annually, a sufficient appropriation to pay such an amount was not made, and consequently it became necessary to make a first allotment of \$75 to each library applying for \$100, and at the end of the year to divide equally among the libraries what remained of the appropriation. The second distribution amounted to \$11.61, so that each library applying for \$100 received \$86.61. This method of procedure is confusing to libraries, makes a great deal of additional work and correspondence and thereby increases the expense of distribution.

There is a steady increase in the number of libraries entitled to grants but the appropriation has remained unchanged for many years, so that the deficiency becomes larger and more serious every year.

Of the total expenditures of the State the proportional amount now appropriated for library purposes is a mere fraction of what it was 20 or 30 years ago. A very great need at present is an appropriation of approximately \$50,000 annually to be paid out in allotments as librarians' quotas to such communities as employ as the director of the local library a person holding a state certificate of the appropriate grade. Such an appropriation would be of very great benefit and assistance in improving library service by making it possible for trustees to employ more competent librarians, and it would tend to attract to library work more persons with proper qualifications because of the larger compensation that could be offered.

Field work. For the past 4 or 5 years there have been such frequent changes of library organizers that it has been difficult to take care satisfactorily of the work of organization and inspection.

The position of library organizer requires a thorough knowledge of library methods and a great deal of judgment in applying them. The element of personality in a field worker is fully as important as technical ability, and it is not easy to find persons having all the required qualifications in proper balance. When such persons are found the demand for them is so great that the State has not been able to pay enough to retain them, and it has been necessary to find new library organizers who, regardless of their qualifications, can not do their best work until they become familiar with local conditions. That is why it is such an economic waste to have a competent field worker leave after an acquaintance with local library authorities and conditions has been established, for the experience which is so essential to the performance of the most effective work can not be passed on to a successor. Library organizing is not like any other kind of library work, and the loss of a competent and experienced organizer is a distinct detriment to the service. If no further qualifications were necessary than the ability to help the local librarian accession, classify and catalog the books according to fixed standards, the problem of finding a competent person would be comparatively simple, but the field workers to accomplish their duties fully must be able to promote and organize local sentiment looking toward the development of libraries and to give accurate information as to the legal steps to be taken in establishing libraries of various kinds. They must be prepared to answer questions relating to the methods of transferring library property, raising money for library purposes by tax or otherwise, contracts for library service etc., and they must be able to advise with library trustees authoritatively on questions of library policy, administration, employees, budget, formulation of floor plans for library buildings, alterations of buildings to fit them for library purposes, library furniture and equipment. They must be competent to make surveys of library conditions in local communities with resultant recommendations. They must, in fact, be prepared to give advice and instruction on the moment on almost any problem of library practice or procedure.

During the year representatives of the Division attended twenty-five library institutes and meetings: thirty-seven libraries were organized or reorganized and there were 273 inspections of libraries and conferences with trustees or individuals on library matters. New libraries are established at about the same rate each year, and there is continual need of expert assistance in the old ones in small communities, so that the field work is increasing rather than decreasing from year to year.

Establishment of new libraries. Twelve new libraries were incorporated by the Regents, of which six are association and six public libraries. This is a much larger proportion of public libraries than usual, and seems to indicate a tendency to recognize the principle that a free library is a public institution which should be established and maintained by the public rather than by a group of private individuals through the formation of a library association. In addition to granting two absolute and ten provisional charters to the twelve libraries, the Regents granted two absolute charters to replace provisional ones, registered twenty-one libraries as maintaining proper standards, terminated the provisional charters of two libraries, rescinded the registration of two others, amended eight library charters, appointed library trustees in three libraries, voted special grants of library money to ten new libraries, approved the transfer of library property by three libraries and confirmed the acceptance of two conditional gifts for library purposes.

No effort has been made by the Library Extension Division to bring about the establishment of libraries in communities without such facilities. Even if field workers were available for such a purpose, it is doubtful whether it would be wise to go very far in urging the establishment of a library in a small community unless the local residents themselves first indicated a desire for such an institution. Libraries thrust upon communities are seldom very successful. In some instances it has even seemed advisable to discourage the starting of a library where local conditions held out little promise of its ultimate success. A county system would be the solution of the library problem for many of these small places where the burden of labor and support of a local library must necessarily fall upon a few people. In some cases these small libraries are more or less liberally endowed but that does not furnish a complete solution of the problem and in many cases it tends to pauperize the community, something much more easily brought about than the pauperization of an individual. In the light of practical experience, Mr Carnegie's theory that a community should itself contribute to the support of its library is thoroughly sound from the standpoint of the highest welfare of the community itself.

County libraries. For the first time since the county library law went into effect, advantage was taken of its provision. Although no county library has as yet been established, the county of Chenung, under the contract provision of the law, executed a contract with the Steele Memorial Library, of Elmira, for the extension of library service throughout the county. Although the service rendered can

not be very extensive for the purpose, it is a step in the right direction and will doubtless lead to larger appropriations as the service proves its worth to outlying districts. The contract provides that the county of Chemung shall pay to the Steele Memorial Library \$2000 annually for free library service to all that part of the county lying outside the corporate limits of the city of Elmira, giving the same rights and privileges as are accorded to residents of Elmira, and that not less than ten collections of books of not less than fifty volumes each shall be deposited in various communities in the county such collections to be changed in whole or in part at least once every 3 months. The \$2000 to be paid for this service is raised by tax levied on all taxable property in the county outside the city of Elmira.

Although not conducted under the provisions of the county library law, there is a county book service now in operation in Monroe county known as the Monroe County Traveling Library. This service consists of the distribution of books throughout the rural part of the county by means of a motor book wagon, headquarters being in the city of Rochester. The work is financed by the board of county supervisors and is in charge of a board of five persons appointed by the supervisors. There are twelve different routes which are traveled and ordinarily four trips are made each week, so that it takes 3 weeks to cover the entire county. The work was started only recently but has already proved to be a very popular service. The success of this enterprise is likely to lead to the initiation of similar service in other communities, but notwithstanding its many valuable features and popular appeal, it is not accomplishing all that a well-organized county library could accomplish.

There has been no occasion to change the opinion expressed in last year's report that little advantage will be taken of the county library law until it is possible to employ a field worker who can devote all of his time to planning and executing local campaigns to establish such libraries. Ohio has recently done this, and the great success in establishing county libraries in California was due to the employment of a county library organizer. Spasmodic efforts are made from time to time by local persons who are interested in such a movement, but these attempts always fail because of lack of leadership, steady consistent effort, and the presence of some one whose sole business it is to organize sentiment, conduct a carefully planned campaign and see the undertaking through from start to finish.

Library institutes. Such a splendid record of attendance was made at the library institutes in May 1922 that it seemed improbable the year 1923 would witness any further growth or greater enthusiasm. When the figures of attendance were compiled, however, it was found that there was a material increase both in the number of libraries or institutions represented and in the number of persons attending. In all the years during which these institutes have been held there has never been as large and as representative an attendance at the meetings, nor more active interest shown in them.

The following table of statistics covering the past 5 years shows not only the steady and large growth of the work as a whole, but also the encouraging fact that this growth has been mainly on the side of free libraries:

	1923	1922	1921	1920	1919
Libraries or other institutions represented	580	534	469	426	462
Public and association libraries.....	440	397	337	320	327
School and college libraries.....	110	121	114	87	97
Other organizations	30	16	18	19	38
Persons attending	1 328	1 236	1 122	900	938

There was the same number of meetings as in the previous year, twenty-nine, but only four of them were held in the same communities as in 1922. Important contributing factors to the success of the meetings were the earnest and cordial cooperation of the local libraries where the institutes were held, and of the members of the New York Library Association who volunteered their services. The leaders who conducted the meetings not only contributed greatly to their value, but had the happy faculty of bringing out participation and discussion from those in attendance.

The aid and support given these institutes by the New York Library Association has increased from year to year and has made it possible to offer better programs and a larger number of inspiring leaders than could be secured in any other way. The part which these meetings play as a vital factor and incident in the year's work of our rural libraries particularly, is becoming increasingly important.

Library summer schools. For some years it has been customary for the New York State Library School to conduct summer courses in library methods. These courses are not intended to take the place of the regular library school training, or as a short cut to professional standing, or for persons without any library experience; they are designed primarily for persons employed in library work who can not attend the more extended courses of the regular

school, and more particularly for the benefit of persons employed in small libraries who have had no opportunity to secure technical training or practical experience under competent directors.

As these are the persons with whom the representatives of this Division come most intimately in contact, and as the methods employed in very small libraries with unskilled assistants must vary considerably from those in use in larger and better organized institutions, it is important that the summer school courses should be given, at least in part, by library field workers or teachers having a corresponding background of experience. In accordance with this policy the summer school course for persons employed in free libraries, which was provided by the New York State Library School, was again under the supervision of Mildred H. Pope, one of the state library organizers. The session covered the period from July 2d to August 10th and included such work in general library economy as instruction in book selection, administration of libraries, work with children, reference work, cataloging, classification, accessioning, shelflisting and loan desk work, the total representing approximately 90 lecture hours.

The regular formal instruction was given by Miss Pope assisted by Sabra W. Vought of the School Libraries Division, and Zaidee Brown who in 1908 was appointed as one of the first two library organizers in this State. The majority of the students at the summer school were from libraries in small villages, and the wide experience of these instructors with library conditions in rural communities and in small libraries made it possible for them to give the work most needed by the students, and in a manner best adapted for the purpose to be accomplished.

In addition to the regular class instruction, assistance was rendered by various members of the staff of the Education Department, and there were about fifteen other lecturers who had no connection with the school or the Department.

Invariably a very large percentage of the students are employees of libraries in this State, and the school is conducted chiefly for the benefit of such persons. Upon completion of the course, students from other states not infrequently accept positions in New York libraries so that the State, by means of the summer school, draws to itself competent workers who would not otherwise be secured. The school becomes, therefore, a profitable undertaking for the State not only as a source of training for persons employed in New York libraries, but also as a recruiting agency for securing library workers from other states.

This year twenty-three students were in attendance; eighteen from libraries in this State, the other five from Massachusetts, North Carolina, New Jersey and Vermont.

The amount of work covered, the practical nature of the course given and the personnel of the students in attendance made the session one of the most satisfactory and successful that has been held.

There were more applicants than could be accommodated and the provision for the certification by the State of those employed in library work, both in schools and free libraries, is sure to increase the number of applicants next year. To meet the growing demand for this kind of training there should be additional funds available for securing the necessary assistants and lecturers.

Certification of librarians and library workers. The most outstanding event of the year was the adoption by the Regents of a scheme of certification of librarians and library workers. For a number of years this step was under consideration and was thoroughly discussed at the annual meetings of the New York Library Association in order to get the benefit of suggestions and criticisms from persons connected with libraries of all kinds and sizes. The scheme as finally adopted is entirely voluntary, no one being required to have a certificate to hold his present position or to secure a new one. The term "librarian" has always been very loosely used; it is applied by the general public indiscriminately to persons of high educational attainments holding library positions of great responsibility, and also to the pages or clerks who may be performing mere clerical duties of the most elementary kind, who have no professional training and not much more than a minimum of education. In order to make some distinction between those who have had special preparation and training for library work and those who have only an elementary knowledge of it, the scheme of certification provides for certificates of two kinds, designated as librarian's professional certificates and library worker's certificates. The librarian's professional certificates are of three grades, A, B and C, and the library worker's certificates of two grades, A and B. The requirements for the professional grade are naturally very much higher than for the library workers, but there is provision whereby it is possible for ambitious and capable persons to advance from the lower to the higher grades. In all grades the certificate is based on general education, professional or technical education, and experience. Where an applicant lacks sufficient formal education or library school training to qualify for a certificate he may take ex-

aminations and secure his certificate if he obtains a rating of 75 per cent in such examinations.

All applications are passed upon by an examining committee of three persons, chosen by the library council of five librarians who are appointed by the Regents from year to year as an advisory body with which the University officers may consult regarding library matters. Of this examining committee, one member must be an officer of the University and the other two are appointed from members of the profession engaged in library work within the State. By this arrangement those who become subject to the provisions of the scheme of certification have representation on the examining board, and the State has the benefit of the advice and assistance of thoroughly capable persons whose services could not otherwise be obtained. As all the applications, records and correspondence are handled through this Division, the operation of the plan involves a great deal of additional labor and responsibility for which no special provision has been made. Certification of librarians by the State has been in effect in a limited way in California for nearly 15 years, but New York and Wisconsin are the first two states to put a comprehensive plan into effect. New York has this very great advantage that the only legislation necessary was a brief section giving the Regents power to fix standards of service. All the details of the plan are provided for in Regents Rules which can be readily amended should occasion arise, and which carry the force of law by reason of the authority conferred on the Regents by the Legislature.

In addition to the benefit which the public will enjoy because of the employment by libraries of persons of greater education and training, a system of certification will give those who work in libraries a more definite status in the educational world and will advance their professional recognition; it will insure for each person official credit for his attainments in library study and experience as he will naturally secure the highest grade of certificate for which he is qualified; it will make possible appointments to positions which local authorities in future are likely to condition on the possession of a certificate; it will enable persons of proper preparation and forethought to be ready for the time, which is probably coming, when certificates will be required for important library positions; it will directly promote an improvement in position and salary for those who are duly qualified, by putting at a disadvantage those who are not so qualified for the work; it will act as an incentive to many persons to extend their education and training in order to

secure the highest possible grade of certificate. When it becomes a matter of course for every trained worker in a library to have a certificate, it will become a matter of course for library boards to limit appointments to persons having such certificates. The raising of the standards of service will do more than anything else to dignify the standing of libraries in their communities, to relieve them from the burden of being considered and maintained as charitable institutions, and to place them in public estimation where they belong, namely, with the other educational institutions of the community.

While there is no expectation that certification will solve all the problems connected with library service, it is unquestionably a step in the right direction and one that may prove to be of as great import in the library profession as it has been in that of teaching.

Traveling libraries. It has long been the policy of the Division to work in cooperation with other organizations wherever possible, and the home bureaus have been a noticeable factor in inducing rural communities to borrow traveling libraries. In a number of instances the home bureaus have also been instrumental in the establishment of free libraries in the smaller villages. During the past year the part-time schools have been active borrowers of traveling libraries for courses in arts and crafts, drawing, English, history etc., and the service rendered these schools has been of very material benefit to them by providing needed books which could have been obtained in no other way. The demand from schools for traveling libraries continues unabated; the larger number of volumes are sent to rural schools for general library purposes, but an increasing number go to schools needing books in connection with the study of some particular subject or subjects.

The total number of libraries sent to schools last year was 1186, an increase of 82 or 7½ per cent. Five years ago there were only 550 shipments sent to schools, so that the increase in that time has been 636 or 115 per cent. The total number of applications from all sources that were filled during the year were 1944, and the number of volumes shipped was 70,386.

The applications continue to exceed greatly the available resources, the chief deficiency being a lack of such books as are necessary to supply the school demand. As this is undoubtedly the most economic method of supplying the book needs of rural schools, and through such schools, the adjacent communities, it is unfortunate that provision can not be made to supply traveling libraries wherever they are needed.



SCHOOL LIBRARIES DIVISION

Prepared by Sherman Williams, Chief of the Division

In making this my last annual report it may be well for me to recount in some detail the work that this Division has done and is doing, especially as the work may go into the hands of those not altogether familiar with it, and because it is not very well understood by Department officials, which fact is doubtless largely my own fault. Without attempting to present matters in the order of their importance, I call attention to the following statement:

1 More than 3000 applications for school library money are submitted to this Division each year. These applications contain lists of books that the districts purpose to purchase, and for which they ask the State to meet one-half the cost. The number of books named in each list varies from a very small number to several thousand. All these lists have to be carefully examined in order to see that the books listed are those suitable for school libraries, and that there are not more copies of any one book than can be approved for a school library; also that the editions are satisfactory, and the cost not unreasonable. In addition to this it is necessary to see that the total cost is not more than the districts are entitled to receive from the State. This is very often the case.

When these lists are examined and passed upon, they are returned to the trustee, president of the board of education or superintendent of schools, who completes the application and makes an affidavit that the books have been purchased and are in the school library. This Division then foots up the amounts paid, and if correct the application is approved and turned over to the Administration Division for payment. Often there are mistakes that make correspondence necessary. The correspondence of this Division is large, and the filing of correspondence and records added to this, requires all the time of one person.

Each of the 36,000 applications is kept in our files, and our card catalog shows all the applications received from each of the 11,000 districts of the State, the number of books requested, the number disapproved, and the number actually purchased, so that at a glance we can determine the number of volumes purchased by any district since the Capitol fire, and just when they were purchased. By

means of these complete records we have been able in a great many cases to prevent paying twice for the same purchase, the mistake in most instances being due to a change of trustees, and poor book-keeping on their part; not to any desire to misrepresent.

2 To aid teachers in the selection of suitable books this Division has sent out several booklists, some of them fully annotated and classified so that the teachers may feel sure that they are procuring books that they need, and that their selections will be approved. The preparation of these lists has taken a large amount of time. They need to be revised from time to time in order that desirable new books may be brought to the attention of the teachers.

3 Several years ago the Association of District Superintendents acting with this Division planned to encourage the reading of good literature by giving reading certificates to those pupils who had read a certain number of books, not over one-half of which were fiction. This led to the issuing of many thousands of reading certificates each year. This plan was optional with the district superintendents, and not all of them attempted it. It was not entirely satisfactory as it did not necessarily call for much variety in the reading done, so several years ago this Division sent out a list of about 250 volumes, divided into groups, and promised to give a "testimonial of reading" to all pupils who read at least fifty books from this list, and not fewer than three from each group, provided the reading was done before entering the high school. This testimonial was to bear the facsimile of the signature of the President of the University, and be signed by the city, village or district superintendent, as the case might be. The plan has worked admirably. Last year about 1100 such testimonials were issued, and this year 2278. When this plan has been fully established, probably many thousands of such testimonials will be issued each year. This will mean not only the reading of many books, but a wide variety of reading and so pave the way for a wide choice of books for reading in after life.

4 To aid teachers who are acting as school librarians, my assistant, Sabra W. Vought, has made 100 or more visits each year to inspect school libraries and aid in their organization and use. This has been the means of a very marked and helpful development in many communities, and has indirectly influenced many adjoining localities. There have been more calls for help in this kind of work than we have been able to meet.

The demand for trained school librarians is constantly growing. There are several library schools in the State doing admirable work, but mainly they are preparing librarians for the public libraries, not

for school libraries, and the two positions are quite unlike and require different types of experience. School libraries deal wholly with young people; public libraries deal largely with adults. They supplement each other admirably but neither can very effectively take the place of the other. Because of this, the summer school for school librarians has become an established feature of the work. For several years the State Library School has cooperated with this division in maintaining a summer school at Albany for school librarians. It began with a session of 2 weeks which was soon lengthened to 6 weeks. The average attendance is about twenty. This has called for much extra work for which no extra compensation has been asked or given, although extra pay is given to instructors in normal schools for work in summer courses.

This summer school for school librarians has been so popular that this year such sessions have been held at the normal schools at Potsdam, Fredonia and Geneseo, which of course has necessitated much additional work in this Division.

Several years ago the plan of certifying librarians who were fitted for school library work was undertaken. There are now 182 certified librarians in the State, fifty-nine of whom have earned permanent certificates.

5 For the past 2 years conferences of school librarians have been held in different parts of the State. This has seemed necessary as the library institutes previously held were mainly for librarians of public rather than school libraries, and were not largely attended by school librarians. Our meetings have been held on Saturdays so as not to interfere with the work of the schools.

6 A most promising step has been taken during the present school year in requiring that after September 1, 1925 every academic school shall employ a trained librarian. The school and public libraries are the two halves of a whole. The school should train the public to love to read literature that is worth while, which is a teaching process that would be impossible for the public libraries to accomplish. Not one-half the school children ever go to a public library; if they did go the public libraries would be completely swamped. On the other hand the school libraries usually can not provide suitable and sufficient reading for adults.

Purpose of school libraries. The World War and the marvelous development of mechanical inventions have practically created a new world that demands a change in educational organization to meet the changed conditions. There is so much more to be known in order

that one may fit into life as it now exists that one can no longer obtain very much of his education in school. Education can no longer be a matter of a few years. It is a matter of a lifetime. In school one may acquire much knowledge, form good habits, mental, moral and physical, develop the reasoning faculties, and so be in a condition to obtain an education. After one leaves school, public libraries must be the greatest factor in this work, but unless we have good school libraries, and efficient school librarians, a very large part of our pupils will never make regular and effective use of our public libraries. Fully one-half our children of school age do not make any use of public libraries. They never visit them. This is not a matter of opinion, but is the information derived from a questionnaire sent to every public library, and every academic school in the State.

The purpose of the school library is so to direct and train the children that they will acquire a love for reading that which is worth while, and then use the public libraries in order to gratify that taste. It seems a mistake that so much money should be spent, such great efforts put forth, and so much time taken in order that children may be trained to earn their living, while relatively little thought, time, or expense is given for the purpose of seeing that the children are trained so that it is really worth their while to live. The ability to earn a living is a necessary thing of course, but it is to be regarded as an incidental matter, while the real thing is to be so trained that living is worth while. It is unfortunate that so many school people act as if the most important purpose of the school library was to supplement the studies being pursued in school. That is a very minor and relatively unimportant matter. If the school library is chiefly for that purpose, good reading habits are not likely to be formed, and when the pupils leave school they will not be likely to make much use of a library, or do much reading other than that of periodicals and cheap fiction.

Certified librarians. It will not be productive of very satisfactory results to build up good school libraries unless some provision be made to see that they are properly used, and it is not very probable that suitable libraries will be secured unless some one in each school has general oversight of the library. For many years the teacher was made the librarian. Then the law was amended so that in a one-teacher school the teacher was the librarian, and in case of other schools the board of education was required to appoint the librarian, and if it failed to do this the teacher of English was to act as the librarian. As in our teachers' classes

and normal schools, no effort was made, however, to train the prospective teachers so that they could act intelligently as school librarians. In most cases the results were far from satisfactory, so provision was made to certify as librarians those who had been satisfactorily trained for this work. This made it possible for school officials who wished to secure suitable school librarians to know where they might obtain the assistance they desired. Summer sessions at the State Library School and at several normal schools have given training to those desiring to be school librarians.

Appropriations for librarians. For some reason the Legislature has not been disposed to be liberal in the support of school libraries, or public libraries either, for that matter. In view of the fact that it is mainly through the acquisition of the reading habit and the use of public libraries that any considerable after-school education is possible for the great mass of our people, it is astonishing that the Legislature appears indifferent in this matter. While in nearly every department appropriations have been increased, the appropriations for libraries are smaller than formerly. In 1910-11 the amount expended for books, apparatus and pictures was \$161,656.06. In 1911-16 it was \$164,041.79. Now the Legislature appropriates only \$125,000, and while the amount appropriated is appreciably less than formerly, the cost of books has nearly doubled, so that in practice we are not able to do one-half as much as formerly.

It is a mistake to lump in one sum an appropriation for books, apparatus and pictures, each being purchased by a different Division. No one knows how much he will have for his use. It is much like having three persons drawing for the same checking account, no one of the three knowing what the others are withdrawing.



ARCHIVES AND HISTORY DIVISION

Prepared by James Sullivan, Director of the Division

This report should be read in connection with those which were presented for the 2 previous years. The personnel of the Division remains the same except that on July 1, 1922, Mr John B. Hague entered upon his duties as Assistant in Public Records. The Director of the Division and State Historian, James Sullivan, resigned, this resignation taking effect on June 30, 1923. In view of that contemplated resignation the work of the Division was planned in such a manner as to turn it over in a satisfactory fashion to his successor.

The routine work of the Division, which is naturally voluminous, is to be found recorded in the office files, and no attempt is made here to enumerate or give an account of such material.

History Section

Sir William Johnson Papers. The first three volumes of the Sir William Johnson Papers, so frequently referred to in previous reports, appeared in bound form about the first of December and copies were duly distributed to the chief executive officials of the State, members of the Board of Regents and to assemblymen and senators. Other copies were sent to historical societies and eminent historians in the State. To the State Library was given some 800 copies for distribution on exchange to libraries and historical and learned societies outside of the State, a residuum being kept for the purpose of sale.

Material for the fourth volume of the Sir William Johnson Papers, covering the years 1763 through 1766, was under preparation throughout the year and had virtually been completed by June 30, 1923. Some additional work, however, was necessary before this volume could go to the printers.

Selections from the Letters and Diaries of Brevet Brigadier General Willoughby Babcock of the 75th New York Volunteers in the Civil War. This was printed and bound and awaiting distribution at the close of the year.

The Proceedings of the Albany Committee of Correspondence, 1775-78. The printing of these papers was completed during

the course of the year and the first volume, which contains all of the minutes, made ready for binding. The second volume, which is to contain a detailed cross reference index, was about one-third completed. The distribution of the first volume is left to the incoming Director, and also the completion of the index.

Material still awaiting publication. Of the material awaiting publication, which is to be turned over to the new Director of the Division, there are the Captain Israel Keith Papers and the Colonel Peter Gansevoort Papers, both of these being handed down from previous State Historians. In view of other accessions of material these two sets of papers will need considerable rewriting before they are ready for publication.

The immediate work of the new Director will probably center in obtaining the remaining photostat copies of the Executive Council Minutes, mentioned in the 1920-21 report, so that this publication, begun at the time that Mr Victor H. Paltsits was State Historian, may be finished.

Dutch archives. The first volume of the Minutes of the Court of Fort Orange and Beverwyck, 1652-56, was distributed in the fall of 1922. Volume 2 of the same work was sent to the printer in February of 1923, but up to the close of the year no proof had as yet been returned. The translation of volume 3, covering the period from 1668-72, was well advanced and will probably be submitted for printing in the early part of 1924.

The Minutes of the Court of Rensselaerswyck, 1648-52, referred to in our earlier reports, was printed and bound and the distribution of the copies made in the spring of 1923.

Bibliography of writings on New York State history. During the year the listing of Writings on New York State History for 1911, which was begun during 1921-22, was finished, and also the listing for 1917.

The catalog of marked and unmarked historic spots has been continued.

Battlefield parks. The supervision of the battlefield parks of Crown Point, Lake George and Bennington has been given attention. Considerable progress has been made in getting a road laid out in the park last mentioned. The Legislature, however, failed to make an appropriation for the continuance of this work so that matters are likely to be at a standstill there during the coming year.

Historic highways. No progress has been made in the matter of marking historic highways and this was held in abeyance in

view of the program which is now being prepared for the 150th anniversary of Revolutionary events in New York State.

Historical, patriotic and civic organizations. The Division has kept in close touch with the doings of historical, patriotic and civic organizations, whose activities have never been more pronounced than during the present year. The Director has attended many of their meetings and the office has rendered them assistance in their programs.

Queries. The number of queries, on which we formerly spent a great deal of time, has now been reduced almost to the vanishing point because of the system which we have pursued of referring all of those wherever possible to the history section of the State Library.

New York State's Part in the World War. Reference to former reports will make clear the part which this Division is playing in the compilation of material for a series of volumes on New York State's Part in the World War. Owing to various conditions which have arisen, it has been made necessary to extend the time for the local historians to send in their material. Some of these extensions went as far as July 1, 1923, but even with this all of the material had failed to come in by the close of the year. The new Director will undoubtedly take up this phase of the work and continue gathering the material from various sections in the State.

Public Records Section

On July 1st, Mr John B. Hague entered this office as Assistant in Public Records and his services for the entire year have been devoted to the work of this section. This has been the first time since the death of Mr Holden in 1918 that the office has had someone to devote entire time for a full year to the care and protection of public records.

Through personal inspections of, and correspondence with, the public record offices of the State, this section has endeavored to maintain data as to the condition of the records and the care and protection being given to them. Inspections were made of 324 offices. Reports on these inspections containing such recommendations as this office saw fit to make, were sent to the local officials, and through letters it was sought to induce voluntary compliance with the provisions of the public records law. In several instances addresses were delivered at conventions and board meetings. Where compliance with the recommendations required little expense or

labor, they were generally readily complied with. These related chiefly to placing in a good safe or vault, which the official then had in his office, records which this office explained were of considerable importance. Where loose-leaf books were found in use, advice was given as to the dangers of this practice and how these dangers may be minimized. The section has also shown officials and purchasing agents how to determine the quality of paper and of ink. Appreciation was often expressed for the help offered in these ways.

Where obedience to our recommendations would incur the expenditure of fairly large sums of money, some hesitancy at compliance was shown. During the year, however, 105 public record offices purchased safes approved by this section. These ranged in price from \$175 to \$900. In a number of instances this office consented to the renting or the acquisition of the use of a local bank vault instead of the purchase of a fireproof container. In several instances vaults were constructed in public buildings. In Frankfort, a town hall is being constructed with good vaults for both the town and village records. In Bath the village is constructing a hall with a fireproof record vault.

Fireproof renovations, additions and repairs were made to the county court houses of Cayuga and Ontario counties. Cortland county has recently completed its admirable court house, the plans of which were passed upon by this office. We are also glad to report that the construction of the magnificent fireproof New York county court house has been started. These buildings will house important public records.

In 1920 this office discovered liber 18 of New York county conveyances was being offered for sale for \$5000 by a Pennsylvania book dealer. It notified the New York county authorities and through an action in replevin the book was recently restored to the register of that county without any payment being made. A volume of minutes of the Seneca County Board of Supervisors, covering 1864-73, was found in a town clerk's office. This section had it restored to the rightful custodian. There are several similar instances in which we had town and village minutes restored to the rightful custodians.

Two hundred fifty-seven volumes of old session laws, which though useful in large law libraries are of little use in town clerk's offices, were given by town boards to the State Law Library, at the suggestion of this section.

Steel shelving having been provided for the numerous records of towns and villages, heretofore kept in boxes in the balcony of this office, the records have been orderly arranged and placed on such shelves. Four towns in the course of the year sent records for storage. These too have been arranged and placed on the shelves in the balcony. Inventories of all records in our custody have been made and placed in the files, except in the case of one town. In this case it was deemed best not to unpack them but leave them as packed and labeled by the local clerk.

In examining public records in the various offices, this section occasionally discovers records having historical significance. It always gives advice as to the care and protection of these, and sometimes suggests means of bringing the fact of their existence before the public. Wherever it finds historic monuments or buildings it calls them to the attention of the history section of the Division.

Seven officials sent in lists of records which they would like the consent of the Commissioner of Education to destroy. After certain modifications in these lists, such consents were issued.

In many public offices records valuable from the historical, legal, or financial point of view are still without protection. In some instances they are in barns or cellars. Although many offices have in the past year given increased protection to records, hundreds more must still give much better protection to their records than they are now giving. Some county boards of supervisors and city common councils are especially slow to comply with the recommendations of this office. Within the coming year we expect to use all the persuasive power we have to induce compliance with our recommendations to some of these counties and cities. If this fails to produce results, we must make the resort to the courts which the law authorizes.

In pursuing its duties during the past year, this section has seen the advisability of certain changes in the law relating to the care of public records, and expects to present the advisability of such changes to the next Legislature.

Proposed Legislation

No laws affecting the Division were introduced at the 1923 session of the Legislature, not because the urgency of some legislation was not felt, but because it was deemed best to proceed slowly in such matters. The law which made available for the New York State Historical Association the sum of \$5000 to be used in mapping a program for the celebration of the 150th anniversary of

Revolutionary events in New York State, made it unnecessary to initiate any special legislation for the marking of historic spots, in view of the fact that the officials of this association express the intention of making that a part of the program which they are to lay before the Governor on February 1, 1924.

The most urgent need for the coming year are amendments to the law governing public records. Under present conditions there is not sufficient sanction behind the law to force delinquent officials to take proper care of the valuable records in our State. Only by having some proper amendments made to the law may we feel certain that there will not be a continuance of the destruction of irreplaceable records due to ignorance and neglect on the part of those whose duty it is to preserve them.

LAW DIVISION

Prepared by Frank B. Gilbert, Counsel

One of the most important activities of this Division is the examination of cases on appeal to the Commissioner of Education and the preparation of memoranda covering the law and the facts for the use of the Commissioner in rendering his decisions. The variety and range of the questions involved are remarkable. Every conceivable controversy that may arise in the relations of trustees, boards of education, teachers and supervisory officers is covered in these appeal cases, as well as controversies over school elections, district meetings and bond issues. Many cases are settled by agreement of the parties before a decision is reached. It is the policy of this Division to assist in the settlement of controversies wherever possible, both before and after the taking of an appeal.

The following is a list of the decisions of the Commissioner, together with a statement of the volume and page where such decisions may be found reported, covering the school year from August 1, 1922 to July 31, 1923:

762 Matter of validation of the bonds issued by union free school district 10, town of Hempstead, Nassau county. Proceedings ratified and confirmed August 10, 1922. Not reported.

763 Appeal relative to the election of a trustee in common school district 1, town of Butler, Wayne county. Sustained August 22, 1922. 28 State Dep't Rep't 141.

764 Application of the board of education of union free school district 3 of the town of Tuxedo, Orange county, for the ratification and confirmation of the proceedings of the district meetings authorizing the issuance of \$50,000 school bonds of said board of education. Ratified September 11, 1922. Not reported.

765 Appeal from the action of the board of education of union free school district 1 of the town of Wayland, Steuben county, in refusing to dismiss a teacher for alleged misconduct. Dismissed September 13, 1922. 28 State Dep't Rep't 145.

766 Appeal from the election of trustee at the annual school meeting held in district 11 of the town of Bath, Steuben county, in May 1922. Dismissed September 13, 1922. 28 State Dep't Rep't 149.

767 Appeal relative to the election of trustee in district 11 of the town of Ellery, Chautauqua county, at the annual district meeting held May 2, 1922. Dismissed September 16, 1922. 28 State Dep't Rep't 179.

768 Appeal from the annual district meeting held in district 1 of the town of Gilboa, Schoharie county, May 2, 1922. Sustained in part, dismissed in part September 16, 1922. 28 State Dep't Rep't 180.

769 Appeal from the action of the annual district meeting held in district 12 of the town of Knox, Albany county, May 2, 1922. Sustained September 18, 1922. 28 State Dep't Rep't 184.

770 Proceeding for the removal of a trustee and the collector of common school district 22 of the town of Colonie, Albany county. Dismissed September 20, 1922. Not reported.

771 Petition of Andrew Petregal from the election of trustee and clerk in district 22 of the town of Colonie, Albany county, at the annual meeting held May 2, 1922. Dismissed September 20, 1922. 28 State Dep't Rep't 186.

772 Appeal of Charles Brucher from the action of a district meeting held in common school district 3 of the town of Salina, Onondaga county, May 23, 1922. Dismissed September 26, 1922. 28 State Dep't Rep't 250.

773 Appeal from the action of the annual district meeting held in union free school district 5, Southampton, Suffolk county. Dismissed September 26, 1922. 28 State Dep't Rep't 252.

774 Appeal of Otis A. Stearns and Lewis S. Baker from the proceedings of the annual school meeting held May 2, 1922, in school district 7 of the town of Friendship and Wirt, Allegany county. Dismissed September 26, 1922. 28 State Dep't Rep't 254.

775 Appeal of Eva S. Landel from the action of the trustee of district 13 of the town of Alden, Erie county. Sustained September 30, 1922. 28 State Dep't Rep't 255.

776 Appeal of Peter N. Yousey from the refusal of district 21 of the town of Croghan, Lewis county, to establish and continue a branch school in said district. Sustained October 9, 1922. 28 State Dep't Rep't 298.

777 Appeal of Alice Morrissey from the action, determination and decision of the board of examiners of the department of education of the city of New York, dated July 25, 1919. Dismissed October 11, 1922. 28 State Dep't Rep't 302.

778 Appeal from the election of trustees at the annual district meeting held in district 2 of the town of Brookhaven, Suffolk

county, August 1, 1922. Sustained October 31, 1922. 28 State Dep't Rep't 426.

779 Appeal from the action of the annual district meeting held in district 14 of the town of Islip, Suffolk county, May 2, 1922. Sustained October 31, 1922. 28 State Dep't Rep't 429.

780 Appeal of H. Lynn Stewart from the action of the board of education of union free school district 4 of the town of Colesville, Broome county. Dismissed November 2, 1922. 28 State Dep't Rep't 431.

781 Appeal from the refusal of the district superintendent of schools to erect a new school district out of the territory of common school district 11, town of Rotterdam, Schenectady county. Dismissed November 2, 1922. 28 State Dep't Rep't 449.

782 Appeal from an order changing the boundary line between district 2 of the town of Moravia and district 8 of the town of Sempronius, Cayuga county. Dismissed November 2, 1922. 28 State Dep't Rep't 453.

783 Appeal from the refusal of district 7 of the town of Hopewell, Ontario county, to pay the excess tuition charged for the instruction of academic pupils of such district. Sustained November 2, 1922. 28 State Dep't Rep't 457.

784 Appeal from the order dissolving district 7 of the town of Smithtown, Suffolk county, and annexing the territory thereof to union free school district 1 of said town. Dismissed November 16, 1922. 28 State Dep't Rep't 459.

785 Appeal from the order dissolving district 4 of the town of North Castle, Westchester county, and annexing the territory to district 5 of said town. Dismissed November 16, 1922. 28 State Dep't Rep't 548.

786 Proceeding for the removal of certain trustees of district 2 of the town of Colonie, Albany county. Dismissed December 1, 1922. 28 State Dep't Rep't 551.

787 Appeal from an order defining the boundary line between district 6 of the towns of Lenox and Sullivan and district 9 of the town of Lenox, Madison county. Partly sustained December 1, 1922. 28 State Dep't Rep't 556.

788 Appeal from the action of the annual district meeting held in district 6 of the town of North Collins, Erie county, relative to the designation of an academic school for the instruction of the academic pupils of said district. Sustained December 8, 1922. 28 State Dep't Rep't 560.

789 Appeal from the action of the special district meeting held in union free school district 1 of the town of Duanesburg, Schenectady county, August 4, 1922, in designating a new school site for said district. Dismissed December 11, 1922. 28 State Dep't Rep't 562.

790 Appeal of Mary A. Hoppe from the decision of the board of examiners of the city of New York, made March 17, 1922, declaring her ineligible for license as principal of an elementary school and for placement on the eligible list as of December 30, 1921. Sustained December 15, 1922. 28 State Dep't Rep't 569.

791 Appeal from the order dissolving district 2 of the town of Fort Covington, Franklin county, and annexing its territory to union free school district 1 of said town and county. Dismissed December 26, 1922. 28 State Dep't Rep't 619.

792 Appeal of the board of education of union free school district 2 of the town of Hyde Park, Dutchess county, from the action of the board of education of the city of Poughkeepsie. Sustained January 8, 1923. 28 State Dep't Rep't 710.

792-a Validation of the bonds recently issued by common school district 2 of the towns of Harriestown and Santa Clara, Franklin county. Proceedings ratified and confirmed January 30, 1923. Not reported.

793 Appeal from the order dissolving district 4 of the town of North Castle, Westchester county, and annexing its territory to district 5 of said town. (Application for reopening) Dismissed January 29, 1923. Not reported.

794 Appeal of Ray L. Levitch from the action of the board of superintendents of the city of New York and from the action of the board of education of said city relative to the discontinuance of her services as teacher. Dismissed February 2, 1923. 29 State Dep't Rep't 244.

795 Proceedings for the validation of bonds issued by the board of education of union free school district 7 of the town of Ramapo, Rockland county, pursuant to certain resolutions adopted at a special district meeting held in said district June 30, 1922. Proceedings ratified and confirmed February 3, 1923. Not reported.

796 Appeal relating to the transportation of certain pupils residing in district 9 of the town of Chemung, Chemung county. Sustained February 5, 1923. 29 State Dep't Rep't 292.

797 Appeal from the refusal of the district superintendent to reestablish former district 24 of the town of Verona as it existed prior to its consolidation with district 11 of said town. Dismissed February 9, 1923. 29 State Dep't Rep't 295.

798 Proceedings for the validation of bonds issued by the board of education of union free school district 2 of the town of Eastchester, Westchester county. Proceedings ratified and confirmed March 3, 1923. Not reported.

799 Appeal of Edwin A. Stuart from the action of the board of education of union free school district 4 of the towns of Winfield, Herkimer county, and Bridgewater, Oneida county. Dismissed March 3, 1923. 29 State Dep't Rep't 297.

800 Appeal from the action of the special district meeting held in district 6 of the town of Mamakating, Sullivan county, October 11, 1922. Sustained March 3, 1923. 29 State Dep't Rep't 299.

801 Appeal from the action of the annual district meeting held in district 7 of the town of Lewiston, Niagara county, May 2, 1922. Sustained March 5, 1923. 29 State Dep't Rep't 326.

802 Appeal from the action of the board of education of the city of Watertown in fixing tuition rates for the instruction of non-resident academic pupils. Dismissed March 15, 1923. 29 State Dep't Rep't 328.

803 Appeal from the action of the special district meeting held in union free school district 2 of the town of Stanford, Dutchess county, June 19, 1922, in designating a new school site. Sustained March 15, 1923. 29 State Dep't Rep't 330.

804 Appeal from the action of the board of education of the city of Gloversville in fixing tuition rates for the instruction of non-resident academic pupils. Dismissed March 17, 1923. 29 State Dep't Rep't 335.

805 Appeal from the action of an adjourned special meeting held in district 1 of the town of Hume, Allegany county, January 15, 1923. Sustained March 24, 1923. 29 State Dep't Rep't 393.

806 Appeal of Charles T. Trace from the rating of the board of examiners of the city of New York in the oral examination for license as principal of elementary schools. Dismissed March 27, 1923. 29 State Dep't Rep't 400.

807 Proceedings for the validation of bonds issued by the board of school commissioners of union school district of the village of Owego, Tioga county. Proceedings ratified and confirmed March 28, 1923. Not reported.

808 Appeal from the action of the special district meeting held in joint school district 3 of the town of Colonie, Albany county, and of the town of Niskayuna, Schenectady county. Dismissed March 28, 1923. 29 State Dep't Rep't 403.

809 Appeal of Abram Dorn from the action of the trustee of

district 5 of the town of Princetown, Schenectady county, in levying a tax upon a portion of his farm. Dismissed March 26, 1923. 29 State Dep't Rep't 398.

810 Proceeding for the removal of Alexander Le Clair as trustee of district 13 of the town of Clinton, Clinton county. Sustained April 2, 1923. 29 State Dep't Rep't 406.

811 Appeal relating to the payment of the academic tuition of pupils residing in common school district 14 of the town of Enfield, Tompkins county. Sustained April 9, 1923. 29 State Dep't Rep't 409.

812 Proceedings for validation of bonds issued by the board of education of union free school district 1 of the town of Busti, Chautauqua county. Proceedings ratified and confirmed April 11, 1923. Not reported.

813 Appeal from the dissolution of common school district 9 of the town of Palmyra, Wayne county, and the annexation of its territory to union free school district 1 of said town and county. Dismissed April 25, 1923. 29 State Dep't Rep't 455.

814 Appeal of Nester D. Smith from the action of the annual district meeting held in district 18 of the towns of Caroline and Danby, Tompkins county, May 2, 1922, in designating an academic school for the attendance of pupils. Sustained April 30, 1923. 29 State Dep't Rep't 459.

815 Appeal from the action of the board of education of the city school district of New York, relative to investigation of the administration, acts and proceedings of the board of examiners of such district. Sustained May 10, 1923. 29 State Dep't Rep't 504.

816 Appeal from the refusal of the board of education of the city of New York, its officers and agents, to audit and pay a claim for salary of Frances H. Brownell, deceased. Sustained May 24, 1923. 29 State Dep't Rep't 603.

817 Appeal from the election of members of the board of education of the Lackawanna city school district. Dismissed May 24, 1923. 29 State Dep't Rep't 617.

818 Application of the trustee of common school district 3 of the town of Conklin, Broome county, for an order legalizing and validating an issue of bonds of said school district, dated April 2, 1923, in the amount of \$8000. Ratified and confirmed June 4, 1923. Not reported.

819 Proceedings for the validation of certain bonds issued by common school district 3 of the towns of Colonie and Niskayuna, counties of Albany and Schenectady. Ratified and confirmed June 16, 1923. Not reported.

820 Appeal from the action of the annual district meeting held in common school district 6 of the town of Schodack, Rensselaer county, May 1, 1923, in relation to the election of trustee. Sustained June 16, 1923. 29 State Dep't Rep't 620.

821 Appeal from the action of the trustee of district 13 of the town of Fayette, Seneca county, in levying a tax for school purposes. Dismissed June 16, 1923. 29 State Dep't Rep't 621.

822 Appeal from the action of the annual district meeting held in common school district 3, Farmington, Ontario county, May 2, 1922, in relation to the designation of an academic school for the instruction of its pupils. Sustained June 16, 1923. 29 State Dep't Rep't 622.

823 Appeal from the action of the board of education of union free school district 1 of the town of Hume, Allegany county, at its meeting held April 14th, 1923. Dismissed June 19, 1923. 29 State Dep't Rep't 624.

824 Appeal from the action of the board of education of union free school district 1 of the town of Warrensburg, Warren county, relating to the hour of opening and closing school. Sustained in part, dismissed in part, June 19, 1923. 29 State Dep't Rep't 663.

825 Appeal relating to the election of a member of the board of education of union free school district 1 of the town of Hume, Allegany county, to fill an alleged vacancy. Sustained June 21, 1923. 29 State Dep't Rep't 668.

826 Appeal from certain orders altering the boundaries of union free school districts 6 and 7 of the town of North Hempstead, Nassau county, and of common school district 8 of said town and county. Dismissed June 21, 1923. 29 State Dep't Rep't 685.

827 Appeal from the election of a trustee at the annual district meeting held in district 7, Java, Wyoming county, May 1, 1923. Dismissed June 27, 1923. 29 State Dep't Rep't 692.

828 Appeals relating to the designation of an academic school for the instruction of pupils attending from common school district 12 of the town of Caroline, Tompkins county. Sustained June 27, 1923. 29 State Dep't Rep't 693.

829 Appeal from action of annual district meeting in district 8, Root, Montgomery county, May 1, 1923. Sustained in part, dismissed in part, June 27, 1923. 29 State Dep't Rep't 695.

830 Appeal of Gertrude E. Gilmartin from salary classification made by board of education of the city of New York relating to her position. Sustained June 27, 1923. 29 State Dep't Rep't 697.

831 Appeal from the action of the annual district meeting held

in district 7, town of Truxton, Cortland county, May 1, 1923, in the election of trustee. Sustained July 3, 1923. 30 State Dep't Rep't 23.

832 Appeal from the election of a trustee at the annual district meeting held in district 5, Norwich, Chenango county, May 1, 1923. Sustained July 3, 1923. 30 State Dep't Rep't 24.

833 Appeal from the election of certain district officers at the annual meeting held in district 2 of the town of Catlin, Chemung county, May 1, 1923. Sustained July 3, 1923. 30 State Dep't Rep't 25.

834 Appeal from the election of a member of the board of trustees of district 2 of the town of Oyster Bay, Nassau county, at the annual district meeting held May 1, 1923. Sustained July 3, 1923. 30 State Dep't Rep't 26.

835 Appeal relating to the election of trustee in district 8 of the town of DeRuyter, Madison county. Dismissed July 13, 1923. 30 State Dep't Rep't 27.

836 Appeal from the action of the annual district meeting held in district 1 of the town of Altona, Clinton county, May 1, 1923. Sustained July 13, 1923. 30 State Dep't Rep't 28.

837 Appeal from the action of a special district meeting held in district 4 of the town of Cambridge, Washington county. Sustained July 17, 1923. 30 State Dep't Rep't 134.

Court Action

The Counsel has represented the Commissioner of Education in the following case during the past year:

In the Matter of the Petition of William H. Hanley and Alvin M. Cole to review the order of the Commissioner of Education. This was a certiorari proceeding to review the decision and order of the Commissioner of Education made on March 17, 1922, directing the district superintendent of the third supervisory district of Broome county to issue an order under sections 123-25 of the Education Law, transferring a portion of the territory of common school district 9 of the town of Union, Broome county, to the adjoining Union-Endicott district and directing the calling of a special district meeting for the purpose of reconsidering the action taken at a district meeting held December 28, 1920, authorizing the erection of a new school building and voting an appropriation of \$12,000 therefor. The petitioners contended that the Commissioner of Education did not have power to direct the

district superintendent to issue an order transferring property from one school district to another and that this power was vested solely in the district superintendent under the provisions of the statute. The facts in this case showed that a portion of the district was essentially a farming community while the remainder, which adjoined the Union-Endicott district, was essentially an urban community, its interests centering in the village district. A site had been selected and moneys appropriated for the erection of a new school building. Appeals were taken and in connection with such appeals it developed that the interests of that portion of the district adjoining the union free school district would best be served by annexing such portion of common school district 9 to the village district. The Commissioner so held and made his order accordingly. He directed the district superintendent to make the transfer of territory and consequent alteration of boundaries under the provisions of sections 123-25 of the Education Law.

The petitioners obtained an order of certiorari to review the decision and order of the Commissioner of Education. The matter came on for hearing at special term on motion to vacate the order of certiorari. Such order was vacated. An appeal was taken to the Appellate Division and the order was unanimously affirmed. No opinion was written either at special term or in the Appellate Division. The effect of the decision, however, was to reaffirm the statutory power of the Commissioner to supervise and direct subordinate administrative officers of the public school system.

Legislation

As a result of the survey of the rural school situation throughout the State under the direction of the so-called Committee of Twenty-one, which was completed just prior to the legislative session of 1923, the rural school problem became of great public interest. The Committee of Twenty-one consists of representatives of all the important agricultural associations together with the State Teachers Association, the State College of Agriculture and the Education Department. The Deputy Commissioner of Education and Counsel to the Department was a member of this committee. The committee made comprehensive recommendations as to legislation required to improve rural school conditions. The Deputy Commissioner and Counsel was requested by the committee to prepare the proposed legislation. The bill was prepared by him and as so prepared was introduced into the Legislature of 1923.

This bill is known as the "Rural Education Bill." It provided for the establishment of a community district as a new unit of rural school administration and provided generally for the maintenance and supervision of schools in such units. The community units as proposed included all common school and union free school districts having a population of less than 4500. The bill also provided for a new plan of apportionment of public moneys on account of the schools in the several districts included in the community district. This bill passed the Senate and was given careful consideration by the Assembly during the last few days of the session.

The Deputy Commissioner and Counsel also aided in the preparation of a bill amending the present city school law relative to the administration of schools in city school districts. This bill was designed to carry into effect the proposed entire separation of school maintenance and financing of city schools from the financing of city affairs. It was intended to make effective the general principles underlying the city school law and provide for a uniform application of such principles in all cities of the State. This bill was proposed by the State Teachers Association and the Council of Superintendents and the Associated School Boards and Trustees. The bill was considered by the legislative committees, but owing partly to local conditions existing in some of the cities of the first class which were not fully covered by the proposed bill, it was deemed advisable to postpone the enactment of the bill.

The Deputy Commissioner and Counsel was also designated a member of the New York State Child Welfare Commission. This commission was created for the purpose of considering the conflicting provisions of existing statutes relative to children and of proposing legislation covering all matters relating to child welfare. A number of bills were proposed by this commission. Many of these bills became laws. They had to do for the most part with matters pertaining to education in public schools. The commission revised the laws relating to the instruction of deaf and blind children and also suggested or supported legislation affecting the employment of children in industries and their attendance upon instruction. The Deputy Commissioner and Counsel attended the meetings of this commission and participated in the preparation and consideration of bills proposed by the commission.

The following is a summary of the legislation of 1923 as affecting the public school interests of the State, arranged in order of chapter number. This division has been called upon to draft many of these amendments.

Chapter 22 amends subdivision 2 of section 279 of the Banking Law relating to school savings banks. Under the provisions of this section in the past the principal or superintendent of the school, or a person designated by him, each week personally was empowered to deposit the savings in the bank to the credit of the respective pupils. The amendment permits the savings bank to send a collector to the schools to receive and receipt for the school savings.

Chapter 47 amends subdivision 5 of section 1100 of the Education Law by extending the time within which a "present teacher" may join the New York State Teachers Retirement System to July 1, 1923, "provided that any such teacher becoming a member after the establishment of the system pay to the system on entrance the amount he would have contributed had he become a member as of the date of establishment."

Chapter 48 amends subdivision 11 of section 1100 of the Education Law, relating to the New York State Teachers Retirement System, by providing that the final average salary shall mean the annual compensation earnable during the 5 years of service immediately preceding his retirement, *or it shall mean average annual compensation earnable as a teacher during any 10 consecutive years of state service, said 10 years to be selected by the applicant prior to date of retirement.*

Paragraph *a* of subdivision 1 of section 1109, also subdivision 1 of section 1109-*a*, as amended, provide that a member who is a present teacher and who has completed 25 years of total service and who has attained the age of 60, or a member who is a new entrant who has completed 25 years of total state service and who has attained the age of 60, or any member who has completed 35 years of total service may retire for superannuation under the conditions provided in the law; or a member who has completed at least 15 years of total state service or a member who is a present teacher and has completed 20 years of service, the last 10 of which is state service, may be retired on disability under the conditions stipulated in the law.

Subdivision 3 of section 1109-*f* is amended to provide that the teacher under certain conditions may purchase through the retirement board additional annuity.

Chapter 61 amends subdivision 4 of section 73 of the Education Law by providing that a pupil entitled to University scholarship shall apply for such scholarship within 15 days after being notified he is entitled thereto, and if the application is not made within 15 days the vacancy may be filled in the regular way.

Chapter 63 amends subdivision 2 of section 832 of the Education Law relating to the State College for Teachers by providing that the Commissioner of Education and the Regents *shall within the limits of the appropriation made therefor fix* all faculty salaries.

Chapter 86 amends subdivision 4-b of section 866 of the Education Law by providing that in any third class city in which the members of the board of education are not elected at an annual school meeting as provided in article 7-a of the Education Law, the common council may by a majority vote submit to the voters at large in such city at a general or municipal election the question whether members of the board of education in such city shall thereafter be so elected. If the majority of the votes cast is in the affirmative, members of the new board of education to consist of 5 members, shall be elected at an annual school election to be held in such city on the first Tuesday of the following May for terms of 1, 2, 3, 4 and 5 years respectively. *The terms of office of each member of the board of education in office at the time such annual school election is held shall cease and expire on the first Monday following such election. The terms of office of the new board shall commence on the first Tuesday following such election.* As the terms of members of the new board of education expire their successors shall be chosen at the annual school election held in such city for the full term of 5 years. This went into effect March 23, 1923.

Chapter 106 provides for the transfer of membership of teachers of the State Agricultural and Industrial School who are now members of the New York State Employees Retirement System to the New York State Teachers Retirement System. It also provides for the transfer of the accumulated contributions of such employees.

Chapter 116 amends subdivision 3 of section 467 of the Education Law by providing that in union free school districts the board of education may determine that the vote upon any question to be submitted at a special meeting as provided in the above-named section shall be by ballot, in which case it shall state, in the notice of special meeting, the hours during which polls shall be kept open. Printed ballots may be prepared by the board in advance of the meeting and the proposition or propositions called for in the notice of the meeting may be submitted in substantially the same manner as propositions to be voted upon at a general election.

Chapter 117 amends article 15 of the Education Law by adding thereto sections 441 and 442. Section 441 provides that whenever it is established to the satisfaction of the trustees or board of education of a school district that taxes for school purposes have been

unlawfully or erroneously assessed, levied and collected during the preceding school year, the trustees or board of education shall refund to the person or persons who have paid such erroneous taxes the amount thereof. In districts under the jurisdiction of a district superintendent of schools a claim for a refund of taxes must be approved by such superintendent before being audited and paid.

Section 112 provides that where it appears that property taxable for school purposes has not been assessed or taxed for such purpose during the preceding year, the trustees or board of education shall place such property upon the tax list of the district for the current year at its valuation for the preceding year and shall tax the same at the tax rate for school purposes of the preceding year in addition to the taxes levied upon such property for the current year. When the district in which the assessment has been omitted is under the jurisdiction of a district superintendent of schools, the board of education or trustees must secure the approval of the district superintendent before placing such omitted property upon the tax roll of the current year.

Chapter 119 amends subdivision 1 of section 252 of the Education Law by requiring the sureties on a school district collector's bond to be responsible not only for the due and faithful execution of the duties of his office but in addition *for the proper accounting of all moneys that may come into the hands of such collector from any source whatsoever*. This bill also amends section 253 of the Education Law by providing that *in a common school district having a sole trustee, such trustee may direct the collector of the district to disburse the state school moneys apportioned to the district, by written order to be filed with the district clerk*. The above section is further amended by providing that the collector's bond shall be in the amount of the last apportionment of school moneys instead of double the amount of the last apportionment as the law formerly provided.

Where the bond executed by the collector under the provisions of section 252 and approved by the trustee or trustees of the district as therein provided, is sufficient in amount to cover the taxes collected or to be collected for the current school year and also the amount of the last apportionment or public school moneys to such district, such bond shall be accepted in lieu of an additional bond.

Chapter 150 amends subdivision 2 of section 193 of the Education Law relative to notice of meeting in union free school districts by providing that *the first publication* of the notice by the clerk of the district shall be *at least 22 days before said meeting*.

Chapter 151 amends subdivision 1 of section 254 of the Education Law. This subdivision formerly prohibited the board of education from appointing a teacher employed in a union free school district as clerk of the board of education. This amendment removes that prohibition and makes a teacher eligible to appointment as clerk of the board of education in a union free school district.

Chapter 161 amends article 43 of the Education Law by adding section 1109-*g*. The new section provides that the teachers retirement or pension system of every city of the State having a population of less than one million, created, established or maintained under and pursuant to the provisions of any local act shall be dissolved, discontinued and merged with the New York State Teachers Retirement System. This applies particularly to the city of Buffalo.

Chapter 162 amends section 502 of the Education Law by providing that each school district maintaining a training class may receive a training class quota of \$1200 on account thereof. Previous to the passage of this amendment the training class quota was \$700.

Chapter 163 repeals article 38 of the Education Law relating to instruction of the deaf and the blind and inserts a new article in place thereof. This new article makes it the duty of the Commissioner of Education to inquire into the organization of the several schools for the instruction of the deaf and blind and into methods of instruction employed therein; prescribe course of study and methods of instruction; make appointments of pupils to the several schools; transfer pupils from one school to another; cancel appointments for sufficient reason; ascertain whether any improvements in the instruction and discipline can be made; suggest to the directors of such institutions and to the Legislature such improvements as he shall judge expedient; make an annual report to the Legislature on matters affecting these schools.

The article places the supervision and executive management of these state schools for the deaf and the blind within the supervision and direction of the Commissioner of Education.

Chapter 207 amends subdivision 6 of section 5 of chapter 547 of the Laws of 1922, entitled an act establishing children's courts and defining their jurisdiction, power, duties etc., by providing that the jurisdiction conferred in the children's court act upon such children's courts shall not affect the jurisdiction possessed by courts of special sessions and of police magistrates on May 1, 1922, in all actions or proceedings brought under the provisions of sections 624, 625, 633, 634 and 635 of the Education Law. The children's court established as provided in this act shall possess and exercise concurrent juris-

diction with the courts of special sessions and of police magistrates in proceedings brought under the provisions of such sections of the Education Law.

The effect of this law is to make clear the fact that courts of special sessions and police magistrates have concurrent jurisdiction with the children's court in dealing with the cases which arise from violations of the Compulsory Attendance Law.

Chapter 292 amends the Education Law relating to the New York State Teachers Retirement Fund by eliminating the necessity of employing an actuary to evaluate the teachers retirement fund this year, and postponing the date upon which the retirement fund shall be evaluated by an actuary to 1925. It further provides that until such evaluation is made the amount payable by employers of teachers on account of the normal and deficiency contributions shall be five and one-tenth per cent of the pay roll of all teachers.

Chapter 349 appropriates \$75,000 to initiate and start the erection and construction of an additional building at the State College for Teachers to be known as the William J. Milne Hall.

Chapter 394 amends subdivisions 1 and 2 of section 383 of the Education Law prescribing the procedure for the election of a district superintendent of schools. Subdivision 1 provides that the school directors of the several towns composing a supervisory district shall meet for organization on the third Tuesday in March instead of in May as formerly. Subdivision 2 requires the board of school directors to meet on the third Tuesday in April instead of June, in the year 1926, and every fifth year thereafter for the purpose of electing a district superintendent of schools. It is evident that the intent of this amendment is to place the election of district superintendent of schools 2 months earlier in the years in which all district superintendents are elected. This is probably done for the purpose of allowing superintendents who are elected to office to become familiar with their duties before taking office on the first day of August following their election and for the further reason of giving those who fail in the election a longer interval in which to secure a new position before the beginning of the following school year.

Chapter 395 adds a new section to the Education Law to be known as section 570-a. It provides that if a board of education of a city or union free school district establishes one or more special classes for the instruction of children who are 3 years or more retarded in mental development and employs one or more teachers for the instruction of such classes, the Commissioner of Education shall

apportion to such city or district on account of the employment of such teachers and the maintenance of such classes, an amount equal to one-half the salary of each of such teachers not to exceed \$1000 for each teacher so employed. It further provides that no apportionment shall be made on account of the employment of such a teacher unless the teacher holds a certificate issued by the Commissioner of Education authorizing him to teach such classes or possesses qualifications prescribed by the Commissioner of Education.

Chapter 397 adds a new article to the Education Law to be known as 18-a. It requires the Commissioner of Education to prescribe courses of instruction in fire prevention and requires schools to include in their courses of instruction a course in fire prevention. At least 15 minutes a week shall be given to this subject.

Chapter 398 adds a new article to the Education Law to be known as 32-a. It provides for the placing of the New York State Nautical School under the general supervision of the Commissioner of Education; continues the board of governors of such school but provides that the Commissioner of Education may prescribe that any and all of the powers and duties of such board be exercised and performed by such board in a manner approved by him and the expenditures and disbursements of money be made out of appropriations for such school subject to the approval of the Commissioner of Education.

Chapter 399 amends section 567 of the Education Law by adding a new subdivision 4. It provides that the inmates of a duly incorporated orphan asylum having the care and custody of children, the cost of whose support and maintenance is a charge against a county, city or other municipality, other than children who were sent to such institution from the city or school district in which such institution is located, shall not be entitled to the privileges of the school in the school district in which such institution is located, unless there is sufficient room in such school for the accommodation of such inmates and a sufficient number of teachers for the instruction thereof. The trustees or other authorities in charge of such institution may contract with the trustees or board of education of the school district for the instruction of said inmates, the cost to be chargeable against the county, city or other municipality liable for their maintenance and support.

Chapter 400 amends subdivision 1 of section 480 of the Education Law in regard to the requirement of a two-thirds vote in a district having an aggregate full valuation of real property of \$500,000 or over in order to authorize the issuance of bonds which will make the total bonded indebtedness of the district exceed 15

per cent of the aggregate full valuation of the real property within such district. Prior to the amendment the law read "15 per centum of the aggregate assessed valuation." The words, "assessed valuation" are now changed to "full valuation" by this amendment and it is provided that the full valuation of taxable property shall be determined by the ratio, as ascertained by the State Tax Commission, which the assessed valuation of such property bears to the actual or full valuation of such property.

Chapter 402 amends section 453 of the Education Law relating to fire escapes by providing that: (a) all school buildings that are more than 3 stories in height; (b) all school buildings 3 stories in height and not of fireproof construction; (c) all school buildings 2 stories in height and not fireproof construction found to present fire hazards, shall be required to have properly constructed fire escapes on the outside with suitable doorways leading thereto, from each story above the first. Fire escapes must conform to certain definite standards prescribed in the law. Fire drills or rapid dismissals must be held 12 times in each year, 8 of which shall be between September 1st and December 1st of each year, and at least one-third of the fire drills shall be through the use of fire escapes.

Chapter 403 amends section 410 of the Education Law by providing that where a tax is voted at an annual school meeting for school purposes for the following year, the trustees shall prepare their tax lists therefor and annex thereto their warrant for collection within 30 days after *July 1st* instead of within 30 days after August 1st.

Chapter 404 amends subdivision 7 of section 875 of the Education Law relating to the sale and disposal of real property of a city under the management and control of the board of education when no longer needed for school purposes. The amendment provides that in a city of the third class in which the board of education had power under the statutes in effect prior to June 8, 1917, to sell and dispose of school property that is no longer needed for educational purposes, such board of education shall continue to have the same powers and shall perform the same duties with respect thereto as authorized or required by such statutes.

Chapter 406 amends sections 425, 427, 428, and 430 of the Education Law relating to notice to railroads and certain other corporations of assessment and tax. It makes it the duty of the collector in each school district in the State, within 5 days after he receives the assessment roll of his district, to prepare and deliver to the county treasurer of the county in which such district, or the greater

part thereof, is situated, a statement showing the name of each railroad, telegraph, telephone, electric light, *electric power, pipe line, water* or gas company including a company engaged in the business of supplying natural gas, appearing on such assessment roll, the assessment against each of such companies for real and personal property respectively as certified by the town clerk under the provisions of section 40 of the Tax Law. The statement should also include the tax and the amount levied against each company.

It then becomes the duty of the county treasurer to notify immediately each of said companies at the station or office nearest to said county treasurer or at its principal office, either personally or by mail, and specify in the notice to such company the number of the school district, the town or towns in which it is located, the rate of tax, the amount of each assessment and the amount of tax to be paid by such company.

Such company within 30 days after receipt of the statement is required to pay the tax so levied and assessed against it to the county treasurer with 2 *per cent* fees thereon. Previous to this amendment the amount was 1 per cent.

The law further provides that the amount collected shall be placed to the credit of the school district for which it is collected and that 1 per cent shall be paid over to the school collector for his fees thereon.

Chapter 593 amends the Education Law by adding a new section known as section 80. It provides that no person, firm or corporation shall conduct in this State a correspondence school or give courses of education or instruction in any subject by mail unless such person, firm or corporation shall first have secured the approval of the Board of Regents. Such approval must be secured and granted in accordance with the rules and regulations adopted by the Regents.

Chapter 594 adds subdivision 2-a to section 872 of the Education Law by providing for the provisional appointment and permanent tenure of clerks, draftsmen, inspectors, chemists, tabulating machine operators, auditors, secretaries, stenographers, copyists, statisticians, janitors, custodians, custodian engineers and all other administrative employees of a board of education in a city school district. The services of any such person appointed by the board of education may be discontinued by the board at any time during the probationary period. After having served the full probationary period such persons are entitled to hold their respective positions during good behavior and efficient and competent service and shall not be removed except for cause, after a hearing, by the affirmative vote of a majority of the board.

Chapter 716 amends section 134 of the Education Law by providing that a school district created by the consolidation of districts since March 26, 1913, shall be entitled to receive district quotas, teachers' quotas, and additional teachers' quotas for each of the districts consolidated in the same manner and under the same conditions as though such consolidation had not been effected and as though school had been maintained therein, provided, however, that the amount apportioned to such consolidated district shall not be more than the amount of the excess of the total cost of the maintenance of the school or schools in such consolidated district and the transportation of pupils, above the amount which would result from a tax of 7 mills on each dollar of assessed valuation. The bill further provides that there shall be apportioned and paid to the district created by the consolidation of districts on and after the taking effect of this act the same amount of state aid on account of the attendance of pupils residing in the districts annexed to or consolidated with the union free school district maintaining an academic department as though such consolidation had not been effected.

Chapter 718 amends schedule B-3 of section 883 of the Education Law relative to the schedule for the salaries of clerical assistants in cities of the first class by raising the minimum for the first year from \$1400 to \$1500 and increasing the number of increments from 10 to 12.

Chapter 719 amends the Education Law relative to the salaries of the President of the State College for Teachers at Albany and the principals and instructors in the State Normal Schools.

Chapter 798 repeals section 555-a of the Education Law. This section is known as one of the "Lusk Laws" which established additional qualifications for teachers. As it stood before repeal, teachers were required to obtain a certificate of qualification from the Commissioner of Education, stating that the teacher is a person of good moral character and has satisfactorily shown that he is loyal and obedient to the government of this State and of the United States. It provided that no certificate should be issued to any person who while a citizen of the United States has advocated, either by word of mouth or in writing, a form of government other than the government of the United States or of this State or who advocated, or who had advocated a change of the form of government of the United States or of this State by force or violence or any unlawful means.

Chapter 799 repeals section 79 of the Education Law. This section as it stood required any person, firm, corporation or association

that desired to maintain a school, institution, class or course of instruction in any subject to receive first a license from The University of the State of New York to conduct such classes. This section is also commonly known as one of the "Lusk Laws."

Chapter 809 amends sections 90, 150, 155, 163, 166 and 207 of chapter 588 of the Laws of 1922 commonly known as the Election Law. The amendment provides that a certificate of literacy issued to a voter under the rules and regulations of the Board of Regents of the State of New York to the effect that the voter to whom it is issued is able to read and write English, or is able to read and write English save for physical disability only, and to the extent of such disability, which shall be stated in the certificate, shall be received by election inspectors as conclusive of such fact, except as hereinafter provided. But a new voter may present as evidence of literacy, a certificate or diploma showing that he has completed the work of an approved eighth grade elementary school or of a higher school in which English is the language of instruction. But the genuineness of the certificate and identity of the voter shall remain questions of fact to be established to the satisfaction of the election inspectors and subject to challenge, like any other fact relating to the qualification of a voter. The inability of a voter, save for physical disability only, obvious to the election inspectors, to write his name in a register or poll book shall be deemed conclusive proof of inability to read and write English, notwithstanding the presentation of proof of literacy as provided by the chapter. Upon registering a voter **after receiving** proof of literacy, each inspector shall make a note upon his register in the registration remarks column, "proof of literacy presented."

The purpose of this act is to relieve the board of election inspectors from making literacy tests and to confer that authority upon the Board of Regents.

Chapter 851 amends sections 885, 886 and 886-*b* of the Education Law referring particularly to salary schedules. It provides that the annual increment for teachers in the kindergarten and first 8 grades shall be 8 in number and not less than \$75 each. The same provisions relate to teachers in high schools. It affects the salary increments in cities having a population from 50,000 to 150,000; also cities having a population of less than 50,000; also all union free school districts maintaining academic departments.

Chapter 853 repeals articles 40-*a*, 41, 41-*a*, 42, 42-*a*, 43 and 45-*a* of the Education Law and inserts a new article 40-*a* in the place thereof. It provides for placing the state schools of agriculture at

St Lawrence, Alfred, Morrisville, Cobleskill, Delhi and Farmingdale under more direct supervision and direction of the Regents of the University and the Commissioner of Education. It provides that the Commissioner of Education, Commissioner of Agriculture and the Dean of the New York State College of Agriculture shall be ex-officio members of the boards of trustees of each of these institutions. The boards of trustees not including the ex-officio members shall consist of seven persons with the exception of the Institute of Applied Agriculture where the number shall be nine. Present trustees shall continue until their terms of office expire. All new members of such boards of trustees shall be named, and all vacancies shall be filled by the Governor. The board of trustees of each school is to have local supervision of the same. It may appoint and at pleasure remove a director of the school under its charge, subject to the approval of the Commissioner of Education, and it may appoint and at pleasure remove teachers, instructors and assistants subject to the approval of the Commissioner of Education. The directors, teachers, instructors and assistants appointed to these schools must possess qualifications prescribed by the Regents of the University. The objects and purposes of the schools of agriculture named in this law are: to promote instruction in agriculture of less than college grade; to conduct demonstrations, experiments, lectures etc.; to conduct instruction in such other subjects relative to agriculture and rural life as may be approved by the Commissioner of Education. The courses of study to be maintained in these schools must be approved by the Regents of the University.

Chapter 872 amends schedule 5-a of section 883 of the Education Law relating to the salary schedule for principals of certain classes of schools in New York City. The amendment provides as follows: subject to the limitations prescribed in the law on and after the first day of January 1924, the salary of principals of day elementary schools regular and special, shall be fixed, determined and adjusted in classes according to grade, size and type of schools supervised or according to any combination of these. Subject to the approval of the board of education, the board of superintendents shall by rule prescribe the terms and conditions which shall govern appointments and transfers of principals to schools of different classes.

Where at the time of the passage of this act a person is duly and regularly appointed principal of a school, such person may not be transferred out of such school without his consent or unless the board of education has power pursuant to by-laws in force at the time of the passage of this act to make such transfer.

Special Educational Legislation

Among the items of special legislation affecting certain schools there should be noted the enabling act known as chapter 53 of the Laws of 1923, under which the districts in the village of Peekskill were permitted to combine and form the Peekskill union free school district. Prior to the present year there were two school districts of superintendency grade located in said village. The general provisions of the Education Law were not sufficiently broad to enable two districts of such grade to be combined. Enabling legislation was therefore required. Following the passage of the act above referred to, the voters of the two districts voted to consolidate the districts under the provisions of the act and are now operating as a single district. This consolidation has been contemplated for many years. Its consummation will be advantageous to the community.

Other Activities

Applications for the incorporation of educational institutions have been examined with particular reference to their legality and a form of vote has been prepared in each case together with a memorandum in connection therewith for the use of the Board of Regents. Such votes are of record in the minutes of the Board. Some member of the Division has been in attendance at the meetings of the Committee of the Board of Medical Examiners appointed to hear charges preferred against members of the medical profession and has acted for the Director of Professional Education in the presentation of the evidence before the board. Consultations have been had with the secretaries and members of the various professional boards and advice has been given in connection with the administration of the professional laws. The Counsel for the University, Director of the Law Division and his assistant have been constantly called upon to advise the boards of education, trustees and other school district officials, superintendents of schools and teachers in connection with legal phases of their work and have carried on correspondence with such persons and others who have sought advice concerning the interpretation of the law as applied to the particular problems presented. Such correspondence is increasing from year to year. This, we believe, is an indication that the Division is rendering a real service in bringing about the proper administration of the Education Law and the regulations of the Regents.

ADMINISTRATION DIVISION

Prepared by Lloyd L. Cheney, Director of the Division

One of the chief tasks occupying the attention of the Division during the year concerned certain features of reorganization of the Department. A plan was proposed to the Commissioner of Education and to the Board of Regents, providing for the definite organization of the Department into the following fifteen divisions: Higher Education, Secondary Education, Elementary Education, State Library, State Museum, Administration, Archives and History, Attendance, Examinations and Inspections, Finance, Law, Library Extension, School Buildings and Grounds, Visual Instruction, and Vocational and Extension Education. The heads of the first three Divisions are the three Assistant Commissioners; the heads of the other Divisions are designated as Directors. Every employee is now definitely assigned to one of these Divisions.

There have also been organized thirteen Bureaus, each of which is charged with some definite and well-defined phase of work. The head of a bureau is known as Chief. Each Bureau is assigned to some one of the Divisions and is directly responsible to the Division Director. The various Bureaus, and the Divisions to which they are assigned, are: Educational Measurements, Medical Inspection, Mental Diagnosis, Physical Education, Rural Education, and Teacher Training and Certification, all assigned to the Elementary Education Division; Special Schools, assigned to the Secondary Education Division; Professional Examinations, assigned to the Higher Education Division; Library School, assigned to the State Library Division; Publications, and Statistics, assigned to the Administration Division; Americanization, and Industrial Rehabilitation, assigned to the Vocational and Extension Education Division.

Effective July 1, 1923, the titles of various other employees of the Department were changed in order more accurately to designate the work performed.

This Department is at a decided disadvantage in securing employees from the various civil service lists because of the fact that a higher scale of salaries obtains in nearly all other state departments. This is particularly true in the case of clerks and stenogra-

phers. Our entering salary for clerks is now \$660 a year, and that for stenographers is \$840. An analysis made by this Division shows that the minimum salaries paid for these positions in other state departments is, in nearly all instances, much higher than these figures. The natural result is that we are unable to secure the services of the better qualified employees, and that we also suffer severely by reason of frequent transfers to other departments. Our annual turnover through resignations and transfers is about 20 per cent. It is strongly urged that the minimum salaries for these groups be materially increased. Unless this is done it will become increasingly difficult for the Department to obtain and retain competent employees.

During the year a committee has made a thorough survey of the office and storage rooms in the Education Building with the thought of finding some way to relieve the present crowded condition in many offices. At the time the building was first occupied in 1912, there were 312 employees in the Department; during the year under review there were 502. These figures alone give some indication of the present crowded condition. From year to year new statutes place upon the Department new fields of duty, requiring additional office and storage room as well as new employees. It is thought, however, that it may be possible to effect some consolidations which will relieve the situation for the time being, although it is likely the same question will again arise in the near future. It will soon be necessary to make more extensive plans for proper accommodations for the normal growth of the Department as well as for new activities; it can not be hoped that consolidations of present offices will accomplish anything more than temporary relief.

On December 1, 1922, Hiram C. Case, who had been Chief of the Administration Division since July 1, 1917, resigned. He had been in the employ of the State Education Department and the former Department of Public Instruction since April 1897, and previous to that date had served as school commissioner and as a teacher. His successor was appointed April 15, 1923.

Publications Bureau

During the second year of the operation of the printing plant the Department was able to do much more necessary printing at less cost than would have been possible under the state printing contract. With the \$95,000 available for printing — \$20,000 of this fund being for reports to the Legislature — the Department printed

all orders requested by the Divisions and approved by the printing committee.

The machinery of the plant was kept in the best possible condition; a payroll of \$23,640 for the plant was met; paper stock and other supplies were purchased, and an unexpended balance of \$23,666.73 was turned back to the state treasury at the end of the year. The total expenditure for printing was \$46,141.68. Of this amount \$1479.99 was spent for engraving. The same amount of printing would have cost the State \$75,966.09, had it been done under the state printing contract. This represents a saving to the State of \$29,824.41 during the year.

An inventory as of June 30, 1923 shows machinery and equipment to the value of \$30,335.40 and paper stock to the value of \$11,349.15 on hand.

The death on March 31st of John V. McCann, foreman in the plant since its establishment, and an employee of the Department for 28 years, caused a vacancy that was filled on June 20th by the appointment of Theodore C. Held, an employee in the plant since its organization in 1921.

During the year there were published fourteen issues of the Bulletin to the Schools numbered from 1 to 17, two numbers being published together in each of three instances. This Bulletin appears to be meeting a definite need as a means of contact between this Department and the schools of the State.

A reorganization of the system of sending out publications of the Department is recommended. Publications are now prepared for mailing in practically every Division and Bureau, and this plan results in confusion that would appear to be unnecessary. From an administrative point of view sending out publications would seem to be best accomplished through one office, preferably the Publications Bureau.

It is also recommended that a system of charging a price at or near the cost of printing be considered for Department publications. This would make possible a justifiable revenue for the State from the sale of publications to those not entitled to free copies. A free distribution to schools, libraries and others clearly entitled to them should of course be continued. If such a plan is adopted, there should be an amendment to the finance law permitting the revenues received from the sale of publications to be returned to our printing fund.

During the year the Commissioner appointed a Department printing committee, whose duty it is to pass upon requests for the

printing of any publications outside the usual routine. This committee has held frequent meetings and has been of great service to the Publications Bureau and to the Department.

Statistics Bureau

The work of this Bureau has steadily increased not only because of the normal growth of the schools throughout the State, but likewise because of new laws which make additional apportionments of public money necessary. The amount of money apportioned during the year was as follows: for the support of common schools, \$35,905,667.53; academic quotas, \$558,000; books, apparatus and standard works of art, \$125,000; attendance of academic pupils at schools maintaining academic departments not receiving academic quotas, \$7844.18; nonresident tuition, \$990,093.51; training of teachers, \$90,000; grants to libraries, \$39,906.24.

There is a constant demand from various Divisions of the Department, and from numerous sources outside the Department, for statistical information of various kinds. The bureau does all that it is possible to do with the present office force, but it is believed that, if proper facilities were provided, this Bureau could be made of much greater value both to this Department and to the schools of the State.

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EXHIBIT A

EXHIBIT A

SUMMARY AND FINANCIAL STATEMENT

STATISTICAL SUMMARIES

Attendance at schools

Public schools (excluding vocational schools)	1 856 482	}	1 874 302
Day vocational schools.....	17 820		
Part-time and continuation schools.....			69 560
Evening vocational schools.....	42 807	}	208 705
Americanization classes (day and evening)	84 842		
Other evening schools.....	81 056		
Training classes and schools.....			3 329
Special schools			4 349
Normal schools (all departments).....			10 283
Indian schools			759
Academies reporting to University.....			72 373
Private schools not reporting to University (estimated)			275 000
Universities, colleges, professional schools and other higher institutions			75 354
Total			2 594 014

Number of teachers

Teachers employed for the legal term of 180 days:		
Public schools (excluding vocational schools)	59 676	}
Day vocational schools	733	
Training classes and schools.....		169
Special schools		185
Normal schools (all departments).....		404
Indian schools		37
Academies reporting to University.....		3 082
Teachers employed at any time during term:		
Part-time and continuation schools.....		698
Evening vocational schools		1 135
Americanization classes (day and evening).....		2 807
Other evening schools		1 997
Universities, colleges, professional schools and other higher institutions		7 111
Total		78 034

Graduates

Public day high schools.....	21 667
Special schools	237
Public evening high schools.....	997
Normal schools (high school departments).....	126
Academies	3 734
Normal schools (normal departments).....	1 992
Training classes and schools.....	1 122

First degrees conferred

Universities and colleges (arts course)....	3 459
Theology	76
Law	1 015
Education	636
Medicine	454
Dentistry	461
Veterinary surgery	27
Pharmacy	519
Engineering and technology	822
All other higher institutions (including graduate departments of universities)...	1 491

8 960

Graduates from higher institutions without degrees..	1 842
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Total	40 677
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Net value of property

Public schools	\$398 510 758
Special schools	4 665 789
Normal schools	5 845 939
Indian schools	62 800
Academies	49 075 722
Universities, colleges, professional schools and other higher institutions	257 227 488

Total	\$715 388 496
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Total expenditures for 1922-23

Public schools (excluding expenses of instruction as indicated be- low)	\$202 179 207 68
Expenses of instruction:	
Day vocational schools.....	1 810 739 38
Part-time and continuation schools	1 394 317 96
Evening vocational schools.....	413 393 55
Americanization classes	697 827 93
Other evening schools.....	1 137 268 65
Training classes and schools....	2 930 906 05

Total public school expenditures.....	\$210 563 601 20
Special schools	1 480 184 93
Normal schools (all departments)	1 220 661 18
Indian schools	39 856 75
Academies	12 119 420 55
Universities, colleges, professional schools and other higher institutions.....	54 225 053 53
Total	<u>\$279 648 778 14</u> =====

EXHIBIT B



EXHIBIT B

ALL PUBLIC SCHOOLS

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TABLE I
Comparative statistics for all public schools

	YEAR	SUP'V'Y DIS'TS AND VILLAGES UNDER SUPER- INTENDENTS	CITIES	TOTAL
FINANCIAL				
Expended for general control.....	{ 1923 1922	\$754 660 47 670 422 13	\$3 881 866 08 3 910 254 55	\$4 639 526 55 4 592 676 68
		+\$78 238 34	—\$31 388 47	+\$46 849 87
Expended for instructional service	{ 1923 1922	\$23 375 291 72 22 146 181 80	\$98 387 336 37 93 580 290 27	\$121 762 628 09 115 726 472 07
Salaries of teachers.....		+\$1 229 109 92	+\$4 807 046 10	+\$6 036 156 02
Other expenses of instructional service	{ 1923 1922	\$1 420 641 71 1 217 036 58	\$6 616 777 67 6 277 057 29	\$8 037 419 38 7 494 693 87
		+\$203 605 13	+\$339 120 38	+\$542 725 51
Expended for operation of plant.....	{ 1923 1922	\$3 704 868 16 3 099 660 90	\$8 552 388 29 8 101 385 12	\$12 257 256 45 11 201 046 02
		+\$605 207 26	+\$451 003 17	+\$1 056 210 43
Expended for maintenance of plant....	{ 1923 1922	\$1 359 700 69 1 208 055 29	\$5 758 354 91 5 602 579 76	\$7 118 055 60 6 870 635 05
		+\$91 645 40	+\$155 775 15	+\$247 420 55
Expended for auxiliary agencies and sundry activities.....	{ 1923 1922	\$1 068 726 11 972 490 11	\$2 288 925 14 2 379 628 09	\$3 357 651 25 3 352 127 20
		+\$96 227 ..	—\$90 702 95	+\$5 524 05
Expended for fixed charges.....	{ 1923 1922	\$1 057 295 72 635 936 11	\$1 482 525 44 781 624 59	\$2 539 821 16 1 417 560 70
		+\$421 359 61	+\$700 900 85	+\$1 122 260 46
Expended for debt service.....	{ 1923 1922	\$5 139 929 76 4 195 871 66	\$6 089 703 22 4 265 651 56	\$11 229 632 98 8 461 523 22
		+\$944 058 10	+\$1 824 051 66	+\$2 768 109 76
Expended for capital outlay.....	{ 1923 1922	\$9 923 176 30 6 575 541 95	\$29 698 433 44 22 912 696 01	\$39 621 609 74 29 488 237 96
		+\$3 347 634 35	+\$6 785 737 43	+\$10 133 371 78
Total expenditures.....	{ 1923 1922	\$47 804 290 64 40 787 205 53	\$162 759 310 56 147 817 767 24	\$210 563 601 20 188 604 972 77
		+\$7 017 085 11	+\$14 941 543 32	+\$21 958 628 43
a Average annual salary of teachers....	{ 1923 1922	\$1 147 58 1 119 11	\$2 372 05 2 359 37	\$1 960 32 1 938 35
		+\$28 47	+\$12 68	+\$21 97
Average annual cost per pupil based on average attendance.....	{ 1923 1922	\$119 92 107 32	\$133 85 126 42	\$130 35 121 66
		+\$12 60	+\$7 43	+\$8 69
Average annual cost per pupil based on registration.....	{ 1923 1922	\$90 86 88 96	\$113 52 105 70	\$110 04 101 50
		+\$10 90	+\$7 82	+\$8 54
SCHOOL DISTRICTS AND BUILDINGS				
Number of school districts.....	{ 1923 1922	10 000 10 042		
		—42		

a Excluding salaries for teachers in training classes and schools, evening, part-time and continuation schools.

TABLE 1 (continued)
Comparative statistics for all public schools

	YEAR	SUP'V'Y DIST'S AND VILLAGES UNDER SUPER- INTENDENTS	CITIES	TOTAL
SCHOOL DISTRICTS AND BUILDINGS (concluded)				
Number of schoolhouses.....	{ 1923 1922	10 437 10 473	1 396 1 392	11 833 11 865
		-36	+4	-32
Value of schoolhouses and sites.....	{ 1923 1922	\$74 058 813 61 290 875	\$292 200 911 264 157 576	\$366 259 724 325 448 451
		+\$12 767 938	+\$28 043 335	+\$40 811 273
Average value of schoolhouses and sites.	{ 1923 1922	\$7 096 47 5 852 27	\$209 312 97 189 768 37	\$30 955 01 27 429 28
		+\$1 244 20	+\$10 544 60	+\$3 525 73
CENSUS AND ATTENDANCE				
Number of children of school age (5-18) residing in districts.....	{ 1923 1922	529 024 511 697	1 917 989 1 888 055	2 447 013 2 399 752
		+17 327	+29 934	+47 261
Number of pupils registered during the year (omitting duplicates).....	{ 1923 1922	477 219 450 922	1 397 083 1 303 584	1 874 302 1 820 506
		+26 297	+33 499	+53 796
Average daily attendance.....	{ 1923 1922	397 484 378 731	1 184 880 1 140 050	1 582 364 1 518 781
		+18 753	+44 830	+63 583
TEACHERS				
Number of licensed teachers employed for 180 days or more.....	{ 1923 1922	20 253 19 607	30 978 38 268	b 60 231 c 57 935
		+586	+1 710	+2 296
Teachers employed at any time during the year....	Men.....	{ 1923 1922	5 246 4 623	7 597 6 816
			+158	+623
	Women....	{ 1923 1922	38 003 36 385	57 412 55 463
			+331	+1 618
	Total.....	{ 1923 1922	43 249 41 008	65 009 62 279
			+489	+2 241
LICENSES HELD				
a State certificates.....	{ 1923 1922	358 313	302 214	660 527
		+45	+88	+133
a College graduate certificates.....	{ 1923 1922	2 626 2 511	1 869 1 676	4 495 4 187
		+115	+193	+308
a Normal diplomas.....	{ 1923 1922	6 160 5 099	6 662 6 281	12 822 11 980
		+461	+381	+842

a Not including teachers in New York City as these are reported under those licensed by local authorities. b Not including 178 health teachers. c Not including 147 health teachers.

TABLE I (concluded)
Comparative statistics for all public schools

	YEAR	SUP'V'Y DIST'S AND VILLAGES UNDER SUPER- INTENDENTS	CITIES	TOTAL
LICENSES HELD (concluded)				
a Training class and training school.	{ 1923	5 642	2 411	8 054
	{ 1922	5 931	2 599	8 530
		—288	—188	—476
Certificates issued by local authorities.	{ 1923	5 478	30 298	35 776
	{ 1922	4 960	28 738	33 698
		+518	+1 560	+2 078
a Temporary licenses.	{ 1923	622	276	898
	{ 1922	1 098	296	1 394
		—476	—20	—496
a Special certificates.	{ 1923	883	1 431	2 314
	{ 1922	759	1 204	1 963
		+124	+227	+351
COMPULSORY ATTENDANCE				
Number of children committed to truant schools.	{ 1923	120	1 370	1 490
	{ 1922	105	1 416	1 521
		+15	—46	—31
Number of children arrested by truant officer.	{ 1923	980	21 538	25 518
	{ 1922	922	39 227	40 149
		+58	—14 689	—14 631
Number of parents prosecuted.	{ 1923	1 028	6 321	7 349
	{ 1922	1 028	5 248	6 276
			+1 073	+1 073
MISCELLANEOUS				
Average length of school term in days.	{ 1923	184	188	184
	{ 1922	185	193	185
		—1	—5	—1
Volumes in library.	{ 1923	2 609 355	1 300 797	3 910 152
	{ 1922	2 548 900	1 286 786	3 835 686
		+60 455	+14 011	+74 466

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a Not including teachers in New York City as these are reported under those licensed by local authorities.

TABLE 2
Cost of maintaining schools

YEAR	CITIES	INCREASE OR DECREASE	TOWNS	INCREASE OR DECREASE	STATE	INCREASE OR DECREASE
1890	\$11,317,463.73	+\$1,519,418.04	\$6,975,007.88	— \$3,792.24	\$17,392,471.61	+\$1,515,626.70
1895	13,404,007.45	+ 1,302,861.93	7,450,006.07	+ 249,181.10	20,305,014.12	+1,642,043.93
1900	25,807,592.28	+ 5,643,947.70	7,523,809.09	+ 325,453.12	33,421,491.37	+ 5,308,500.88
1905	38,949,807.92	+ 4,013,331.35	8,853,774.41	+ 49,064.15	47,893,672.33	+ 4,053,395.59
1910	39,057,595.80	— 3,781,932.10	11,007,930.73	+ 484,581.31	50,665,532.53	— 3,297,359.88
1915	50,939,197.30	+ 2,929,080.62	14,076,506.19	+ 652,240.02	71,915,793.49	+ 3,582,220.64
1916	55,118,003.09	— 921,103.31	15,061,841.94	+ 85,335.75	70,179,935.93	— 835,767.50
1917	a60,004,867.52	+ 4,886,773.53	a17,080,957.41	+2,910,115.47	a77,085,824.93	+ 7,805,880.00
1918	a63,162,220.06	+ 3,187,352.54	a20,490,526.93	+2,509,509.52	a83,682,740.99	+ 5,696,922.06
1919	a71,486,096.54	+ 8,294,750.48	a20,847,202.80	+ 356,675.00	a92,334,179.43	+ 8,651,432.44
1920	a81,214,655.42	+ 9,727,678.88	a27,382,256.77	+6,535,953.88	a108,596,012.19	+16,262,732.76
1921	a130,661,943.28	+9,449,987.86	a37,119,122.49	+9,730,865.72	a197,783,705.77	+59,186,853.58
1922	a147,817,767.24	+17,153,123.06	a40,787,295.53	+3,668,083.04	a188,604,972.77	+20,821,207.00
1923	a162,750,310.50	+14,941,543.32	a47,804,290.04	+7,017,085.11	a210,563,601.20	+21,958,628.43

a Including expenses of vocational schools, training classes and schools, and evening schools and also payments for bonds not heretofore reported in these tables.

TABLE 3
Amount expended for teachers' wages

YEAR	CITIES	INCREASE OR DECREASE	TOWNS	INCREASE OR DECREASE	STATE	INCREASE OR DECREASE
1890	\$6,129,229	+ \$401,688	\$4,292,942	+ \$285,880	\$10,422,171	+ \$617,567
1895	8,010,135	+ 745,522	4,898,609	+ 110,295	12,908,834	+ 855,817
1900	14,166,808	+ 2,632,236	5,052,085	+ 102,010	19,218,893	+ 2,734,249
1905	26,700,015	+ 1,253,730	5,862,973	+ 153,575	26,562,987	+ 1,407,304
1910	27,328,348	+ 1,285,090	7,473,255	+ 310,940	34,801,603	+ 1,596,946
1915	37,491,502	+ 2,108,694	9,198,693	+ 222,309	40,690,105	+ 2,331,093
1916	38,598,339	+ 1,076,837	9,399,206	+ 179,513	47,937,545	+ 1,247,359
1917	a 41,683,500	+ 3,115,161	a 10,149,798	+ 780,592	a 51,833,298	+ 3,895,753
1918	a 43,815,154	+ 2,131,654	a 11,258,043	+ 1,108,245	a 55,073,197	+ 3,239,809
1919	a 47,304,056	+ 3,488,092	a 12,303,384	+ 1,045,341	a 59,607,440	+ 4,534,243
1920	a 55,408,042	+ 8,103,986	a 15,301,942	+ 2,908,558	a 70,709,984	+ 11,102,544
1921	a 88,082,161	+32,674,110	a 20,473,749	+ 5,171,807	a108,555,910	+ 37,845,926
1922	a 93,580,290	+ 5,498,129	a 22,146,182	+ 1,072,433	a115,729,472	+ 7,170,562
1923	a 98,387,336	+ 4,807,046	a 23,375,292	+ 1,229,110	a124,762,628	+ 6,036,156

TABLE 4
Amount expended for schoolhouses, sites, furniture and repairs

YEAR	CITIES	INCREASE OR DECREASE	TOWNS	INCREASE OR DECREASE	STATE	INCREASE OR DECREASE
1890	\$3,634,917	+\$1,096,892	\$958,347	— \$248,187	\$4,593,264	+ \$848,745
1895	3,493,724	+ 579,774	1,365,410	+ 143,065	4,859,135	+ 710,840
1900	7,518,250	+ 1,906,927	1,030,393	+ 134,400	8,548,643	+ 2,130,727
1905	12,346,542	+ 3,088,066	775,357	— 436,120	13,121,808	+ 2,651,944
1910	4,927,376	— 5,932,933	889,453	— 47,762	5,816,829	— 5,079,795
1915	b7,314,743	+ 2,337,226	b1,093,278	+ 59,203	b8,408,021	+ 206,429
1916	b4,957,293	— 2,357,519	b820,396	— 272,882	b5,777,599	— 2,630,422
1917	a5,671,920	+ 714,717	a2,201,295	+ 1,380,890	a7,783,215	+ 2,095,616
1918	a5,585,596	— 86,324	a2,024,458	— 176,837	a7,610,054	— 203,161
1919	a8,673,140	+ 3,087,544	a1,447,373	— 577,985	a10,120,513	+ 2,150,459
1920	a8,320,966	— 352,174	a3,759,123	+ 2,311,759	a12,080,689	+ 1,959,576
1921	a18,848,324	+10,527,358	a5,951,095	+ 2,191,972	a24,799,419	+ 12,719,330
1922	a27,920,067	+ 9,071,743	a7,473,249	+ 1,522,154	a35,393,310	+ 10,593,897
1923	a33,715,286	+ 5,795,210	a10,839,367	+ 3,366,118	a44,554,653	+ 9,161,337

a Including training classes and schools, vocational and evening schools not heretofore reported in these tables.

b Not including furniture.

TABLE 5
Aggregate value of schoolhouses and sites

YEAR	CITIES	INCREASE OR DECREASE	TOWNS	INCREASE OR DECREASE	STATE	INCREASE OR DECREASE
1895	\$39 361 473	.....	\$14 938 543	.....	\$53 400 016	.....
1900	05 463 911	+\$6 195 058	16 304 584	+\$410 822	81 768 495	+\$6 614 880
1905	101 742 635	+12 610 268	19 970 042	+1 546 265	121 712 667	+14 159 533
1910	154 527 527	+3 636 572	28 489 881	+1 047 564	183 017 408	+5 284 136
1915	107 962 794	+7 381 628	34 754 153	+1 707 546	202 716 947	+9 089 174
1916	100 734 404	+22 771 670	35 201 780	+447 627	225 936 244	+23 219 207
1917	a 198 861 614	+8 067 150	a 36 811 626	+1 609 840	a 235 613 240	+9 670 996
1918	a 203 003 428	+4 201 814	a 38 406 200	+1 594 574	a 241 409 628	+5 796 388
1919	a 206 989 230	+3 985 802	a 40 131 552	+1 725 352	a 247 120 782	+5 711 154
1920	a 225 559 104	+18 560 874	a 48 431 306	+8 299 844	a 273 981 500	+26 860 718
1921	a 245 474 156	+19 924 052	a 54 776 494	+6 345 098	a 300 250 650	+26 269 150
1922	a 264 157 576	+18 683 420	a 61 290 875	+6 514 381	a 325 448 451	+25 197 801
1923	a 292 200 911	+28 043 335	a 74 058 813	+12 767 938	a 366 259 724	+40 811 273

a Including training classes and schools, vocational and evening schools not heretofore reported in these tables.

TABLE 6
Amount expended for libraries

YEAR	CITIES	INCREASE OR DECREASE	TOWNS	INCREASE OR DECREASE	STATE	INCREASE OR DECREASE
1890	\$22 426	—\$3 734	\$27 463	+\$3 381	\$49 880	+ \$147
1895	74 091	+14 405	58 848	+ 294	132 939	+14 759
1900	58 426	—10 317	83 732	+10 776	142 158	+ 459
1905	84 901	—75 352	142 037	+43 742	226 938	—31 610
1910	120 910	—2 163	107 822	+5 739	288 732	+ 3 576
1915	140 611	+34 691	130 859	+11 068	271 470	+45 759
1916	133 919	—6 692	113 081	—17 778	247 000	—24 470
1917	a 126 506	—7 413	a 100 112	—12 069	a 226 618	—20 382
1918	a 166 026	+39 520	a 111 304	+11 192	a 277 330	+50 712
1919	a 140 505	—25 521	a 114 438	+3 134	a 254 943	—22 387
1920	a 182 743	+42 238	a 152 207	+37 820	a 335 010	+80 967
1921	a 231 394	—48 651	a 210 098	+57 831	a 441 492	+106 482
1922	a 269 669	+38 275	a 199 358	—10 740	a 469 027	+27 535
1923	a 278 903	+9 234	a 196 402	—2 956	a 475 305	+6 278

a Including expenses of vocational schools, training classes and schools not heretofore reported in these tables.

TABLE 7
Whole number of teachers employed at any time

YEAR	MEN	IN- CREASE OR DE- CREASE	WOMEN	IN- CREASE OR DE- CREASE	CITIES	IN- CREASE OR DE- CREASE	TOWNS	IN- CREASE OR DE- CREASE	STATE	IN- CREASE OR DE- CREASE
1890	5 358	—191	26 345	— 93	9 980	+ 522	21 723	— 806	31 703	— 284
1895	5 476	+380	30 148	+2 315	12 530	+ 779	23 094	+1 916	35 624	+2 693
1900	5 188	—217	29 660	+1 073	17 255	+1 139	17 593	— 283	34 848	+ 850
1905	4 709	—192	34 372	+ 740	21 620	+ 384	17 461	+ 164	39 081	+ 548
1910	5 156	+133	39 635	+1 386	20 280	+1 082	18 511	+ 437	44 791	+1 514
1915	5 775	+449	46 149	+2 323	32 837	+2 986	19 078	— 214	51 915	+2 772
1916	5 906	+131	47 685	+1 545	34 326	+ 489	19 265	+ 187	53 591	+1 676
1917	b6 439	+533	b49 257	+1 572	b35 541	+1 215	b20 155	+ 890	b55 666	+2 105
1918	b6 626	+187	b52 341	+3 084	b37 646	+2 105	b21 321	+1 166	b58 967	+3 271
1919	b6 621	—605	b53 016	+ 675	b38 170	+ 524	b20 867	— 454	b59 937	+ 70
1920	b6 338	+317	b54 365	+1 349	b39 814	+1 641	b20 880	+ 22	b60 793	—1 666
1921	b6 288	— 50	b54 581	+ 216	b40 043	+ 229	b20 826	— 63	b60 869	+ 166
1922	b6 816	+528	b55 403	+ 882	b41 008	+ 965	b21 271	+ 445	b62 279	+1 410
1923	b7 597	+781	b57 412	+1 949	b43 249	+2 241	b21 760	+ 489	b65 009	+2 730

b Including vocational schools not heretofore reported in these tables. Not including teachers in training classes or schools, or continuation or evening schools.

TABLE 8

Number of teachers employed at the same time for the legal term of school in each year,

YEAR	CITIES	INCREASE OR DECREASE	TOWNS	INCREASE OR DECREASE	STATE	INCREASE OR DECREASE
1890.....	8 761	+ 444	15 074	- 22	23 835	+ 422
1895.....	10 924	+ 060	15 765	+133	26 689	+ 793
1900.....	16 112	+1 162	15 656	+107	31 768	+1 269
1905.....	19 976	+ 531	16 139	+ 32	36 115	+ 563
1910.....	24 996	+ 701	17 093	+ 07	41 999	+ 768
1915.....	29 982	+ 082	17 899	+ 57	47 881	+ 739
1916.....	31 596	+1 014	17 994	+ 05	49 500	+1 076
1917.....	432 574	+ 978	418 594	+600	451 138	+1 578
1918.....	433 442	+ 868	419 113	+549	452 555	+1 417
1919.....	433 997	+ 555	418 661	-452	452 658	+ 103
1920.....	435 274	+1 277	418 891	+230	454 105	+1 507
1921.....	436 617	+1 343	419 115	+224	455 732	+1 567
1922.....	438 268	+1 051	419 667	+552	457 935	+2 203
1923.....	439 978	+1 710	420 253	+586	460 231	+2 296

a Including vocational schools not heretofore reported in these tables. Not including teachers in training classes or schools, or continuation or evening schools.

TABLE 9

Average annual salaries of teachers

YEAR	CITIES	INCREASE OR DECREASE	TOWNS	INCREASE OR DECREASE	STATE	INCREASE OR DECREASE
1890.....	\$694 29	+ \$5 64	\$285 49	+ \$15 42	\$436 71	+ \$17 92
1895.....	733 35	+ 25 58	310 73	+ 4 41	483 68	+ 18 24
1900.....	879 27	+107 73	322 49	+ 4 14	604 78	+ 64 28
1905.....	1 036 24	+ 30 17	363 28	+ 8 81	735 51	+ 27 94
1910.....	1 093 31	+ 21 39	439 53	+16 63	828 63	+ 23 30
1915.....	1 259 47	+ 42 87	513 92	+10 82	975 13	+ 34 16
1916.....	1 220 07	- 29 80	521 57	+ 7 65	997 21	- 7 86
1917.....	41 240 63	+19 96	4543 88	+22 31	4987 61	+ 20 34
1918.....	41 272 48	+ 31 85	4586 63	+42 75	41 023 14	+ 35 53
1919.....	41 355 01	+ 82 53	4657 07	+ 70 44	41 107 78	+ 84 64
1920.....	41 531 08	+176 07	4807 69	+150 02	41 278 68	+170 90
1921.....	42 323 68	+792 60	41 064 85	+257 76	41 891 92	+613 24
1922.....	42 359 37	+ 35 69	41 119 11	+154 26	41 938 35	+ 40 43
1923.....	42 372 95	+ 12 68	41 147 58	+ 28 47	41 960 32	+ 21 97

a Including vocational schools not heretofore reported in these tables.

TABLE 10

Number of children of school age (5-18) residing in districts

YEAR	CITIES	INCREASE OR DECREASE	TOWNS	INCREASE OR DECREASE	STATE	INCREASE OR DECREASE
1890.....	1 088 083	+ 58 677	756 508	- 17 748	1 844 596	+ 40 939
1895.....	1 251 328	+ 42 443	994 917	- 28 523	1 940 245	+ 13 620
1900.....	1 604 035	+ 24 729	505 018	- 5 155	1 599 653	+ 19 574
1905.....	1 331 615	+ 39 600	504 623	- 348	1 797 238	+ 30 252
1910.....	1 558 493	+ 93 471	471 700	+ 9 787	2 030 193	+103 258
1915.....	1 840 008	+ 67 321	466 134	+ 1 031	2 306 142	+ 66 290
1916.....	1 803 198	- 36 810	470 081	+ 3 947	2 273 279	- 32 863
1917.....	1 826 636	+ 23 438	464 095	+ 5 986	2 290 731	+ 17 452
1918.....	1 855 131	+ 28 495	464 347	+ 252	2 319 478	+ 28 747
1919.....	1 925 992	+ 70 861	466 844	- 3 593	2 386 836	+ 67 358
1920.....	1 975 735	+ 49 743	486 943	+ 20 099	2 462 678	+ 75 842
1921.....	1 817 406	-128 329	489 021	+ 2 078	2 330 427	-120 251
1922.....	1 888 955	+ 40 649	511 697	+ 22 676	2 399 752	+ 63 325
1923.....	1 917 989	+ 29 934	529 024	+ 17 327	2 447 013	+ 47 261

TABLE 11
Number of children who have attended school at any time during the year

YEAR	CITIES	INCREASE OR DECREASE	TOWNS	INCREASE OR DECREASE	STATE	INCREASE OR DECREASE
1890.....	501 449	+13 246	540 711	— 4 899	1 042 160	+ 8 347
1895.....	616 613	+27 250	541 730	+ 6 095	1 158 589	+33 591
1900.....	755 359	+34 827	454 215	— 4 604	1 209 574	+30 223
1905.....	882 087	+ 5 433	429 021	+ 5 610	1 311 108	+11 043
1910.....	992 866	+29 994	424 431	+ 6 621	1 417 297	+30 585
1915.....	1 161 484	+48 828	417 556	— 1 939	1 570 040	+46 880
1916.....	1 202 747	+41 263	423 939	+ 5 474	1 625 777	+46 737
1917.....	a1 222 585	+19 838	a412 810	—10 211	a1 635 404	+ 9 627
1918.....	a1 243 735	+21 150	a419 951	+ 7 132	a1 663 686	+28 282
1919.....	a1 259 811	+16 106	a412 470	— 7 481	a1 672 311	+ 8 625
1920.....	a1 297 720	+37 879	a421 830	— 9 369	a1 710 559	+47 248
1921.....	a1 310 309	+12 580	a435 453	+13 614	a1 745 753	+20 194
1922.....	a1 363 584	+53 284	a450 922	+21 a69	a1 820 506	+74 753
1923.....	a1 397 683	+33 499	a477 219	+20 297	a1 874 302	+53 796

TABLE 12
Whole number of days of attendance

YEAR	CITIES	INCREASE OR DECREASE	TOWNS	INCREASE OR DECREASE	STATE	INCREASE OR DECREASE
1900.....	105 469 110	.....	53 970 035	.....	159 439 145	.....
1905.....	131 749 368	+ 5 324 104	55 425 280	+ 1 880 781	187 174 648	+ 7 213 885
1910.....	152 240 398	+ 3 008 014	57 491 862	+ 117 001	200 732 260	+ 3 725 015
1915.....	180 454 695	+ 6 452 186	60 646 540	+ 402 213	241 100 635	+ 6 854 399
1916.....	190 035 613	+ 9 581 518	60 799 713	+ 144 173	250 826 326	+ 9 725 691
1917.....	a180 438 031	— 9 597 582	a58 242 865	+ 2 547 848	a238 680 896	—12 145 430
1918.....	a182 964 413	+ 2 526 382	a58 989 475	+ 746 610	a241 953 888	+ 3 272 992
1919.....	a157 281 465	—25 682 948	a44 294 692	—14 694 783	a201 576 157	—40 377 731
1920.....	a196 118 592	+38 837 097	a59 865 771	+15 571 079	a255 984 333	+54 408 176
1921.....	a207 729 410	+11 610 848	a64 132 133	+ 4 266 362	a271 861 543	+15 877 210
1922.....	a215 727 952	+ 7 998 542	a68 729 768	+ 4 597 635	a284 457 720	+12 596 177
1923.....	a225 459 167	+ 9 371 215	a70 464 698	+ 1 734 930	a295 923 865	+11 466 145

TABLE 13
Average daily attendance

YEAR	CITIES	INCREASE OR DECREASE	TOWNS	INCREASE OR DECREASE	STATE	INCREASE OR DECREASE
1890.....	336 018	+11 681	306 966	— 6 184	642 984	+ 5 497
1895.....	429 114	+21 159	328 580	+15 472	757 694	+36 031
1900.....	551 688	+ 5 931	305 800	+ 3 027	857 488	+ 8 058
1905.....	686 642	+25 401	309 791	+ 7 252	990 433	+32 653
1910.....	795 066	+12 169	323 097	+ 357	1 118 073	+12 520
1915.....	953 973	+51 002	334 074	+ 3 971	1 288 047	+54 973
1916.....	986 041	+32 068	332 504	— 1 510	1 318 605	+30 558
1917.....	a992 158	+ 6 117	a326 129	— 0 435	a1 318 287	— 318
1918.....	a977 510	—14 648	a310 701	— 0 308	a1 297 271	—21 016
1919.....	a990 188	+12 678	a320 638	+ 877	a1 310 826	+13 555
1920.....	a1 028 144	+37 950	a333 450	+12 818	a1 361 600	+50 774
1921.....	a1 088 040	+59 905	a355 608	+22 152	a1 443 657	+82 057
1922.....	a1 140 950	+52 901	a378 731	+23 123	a1 518 781	+75 124
1923.....	a1 184 880	+44 830	a397 484	+18 753	a1 582 364	+63 583

a Including vocational schools not heretofore reported in these tables.

TABLE 14
School terms

YEAR	AVERAGE LENGTH OF SCHOOL TERM IN THE STATE BY WEEKS
1890.....	35.7
1895.....	35.1
1900.....	35
1905.....	35.2
1910.....	35.2
1915.....	36.4
1916.....	36.6
1917.....	36.4
1918.....	36.6
1919.....	35
1920.....	36.6
1921.....	36.6
1922.....	37
1923.....	36.8

TABLE 15
Number of school districts

YEAR	DISTRICTS	INCREASE OR DECREASE
1890.....	11 216	— 22
1895.....	11 080	— 32
1900.....	10 701	— 32
1905.....	10 625	— 26
1910.....	10 505	— 27
1915.....	10 483	—115
1916.....	10 310	— 64
1917.....	10 272	— 47
1918.....	10 236	— 76
1919.....	10 223	— 17
1920.....	10 137	— 86
1921.....	10 093	— 44
1922.....	10 042	— 51
1923.....	10 000	— 42

TABLE 16

Average value of schoolhouses and
sites in the towns

YEAR	VALUE	INCREASE OR DECREASE
1890.....	\$1 101 03	+\$45.45
1895.....	1 266 80	—135.92
1900.....	1 484 66	+ 39.54
1905.....	1 833 63	+132.26
1910.....	2 618 31	+148.01
1915.....	3 224 55	+179.06
1916.....	3 291 73	+ 67.18
1917.....	43 451 31	+159.58
1918.....	43 035 23	+183.92
1919.....	43 788 50	+153.27
1920.....	44 591 09	+892.59
1921.....	45 207 88	+616.70
1922.....	45 852 27	+644.39
1923.....	47 096 47	+1 244.20

TABLE 17
Arbor DayNumber of school districts observing Arbor
Day and number of trees planted

YEAR	NUMBER OF DISTRICTS OBSERVING ARBOR DAY	NUMBER OF TREES PLANTED
1890.....	8 106	27 097
1895.....	8 450	15 973
1900.....	10 251	15 045
1905.....	9 531	12 783
1910.....	9 550	12 886
1915.....	9 506	10 833
1916.....	9 553	16 200
1917.....	9 612	11 409
1918.....	<i>b</i>	10 540
1919.....	9 139	10 008
1920.....	9 226	8 663
1921.....	9 086	14 695
1922.....	8 992	14 440
1923.....	8 743	79 486

a Including training classes and schools and vocational schools not heretofore reported in these tables.
b Reported by towns, not by districts.

EXHIBIT C

EXHIBIT C

ALL PUBLIC SCHOOLS

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TABLE I
Apportionment of school moneys for the year 1923

COUNTIES	NUMBER OF QUOTAS				AMOUNT OF QUOTAS					Additional teachers	AMOUNT PAID FOR TEACHERS' CONFERENCES	SUPER-VISION	TOTAL	AMOUNT DEDUCTED FOR TEACHERS' RETIREMENT FUND	BALANCE TO BE PAID TO DISTRICT
	NUMBER OF QUOTAS				AMOUNT OF QUOTAS										
	OF \$200 EACH	OF \$150 EACH	OF \$125 EACH	OF \$100 EACH	Partial	Vocational	Physical training	Immigrant education (Americanization)							
Albany.....	11	32	20	73	\$228 12	\$5 842 73	\$120	\$66	\$64 184 22	\$1 131 30			\$93 829 64	\$9 269 53	\$84 560 11
Allegany.....	17	62	57	135	188 65		2 862 50		120 535 76	1 900 01			180 004 65	18 055 31	161 949 31
Broome.....	18	73	30	71	495 38		600		86 859 12	1 669 85			126 874 35	11 694 10	115 180 25
Cattaraugus.....	10	73	53	135	177	8 875 73	2 400		118 247 11	1 924 15			219 595 36	16 977 30	202 618 05
Cayuga.....	21	62	133	80	504 11	4 477	1 000		88 410 62	1 744 50			133 796 23	13 434 49	120 361 74
Chautauqua.....	8	47	65	145	238	12 720	4 439 82		106 424 16	4 000 32			250 663 77	22 267 14	228 396 63
Chemung.....	11	41	13	42	77	455 23	1 200	88	61 401 43	1 046 73			90 266 39	9 275 88	80 990 51
Chenango.....	31	93	45	71	93	643 38	1 325 76		105 923 28	1 316 21			162 775 30	15 972 01	147 803 29
Columbia.....	67	60	18	45	115	1 720	1 200	30	108 318 38	2 056 35			157 549 35	13 972 31	143 571 04
Concord.....	21	20	30	98	80	458 88			66 935 73	1 012 25			87 345 33	10 060 78	87 284 55
Corlaware.....	23	40	27	45	49	533 80	450		59 882 31	1 071 82			99 662 99	7 818 46	81 844 53
Delaware.....	43	93	70	126	164	516 21	3 075		169 260 16	2 839 73			235 221 19	19 337 64	215 284 15
Dutchess.....	2	13	23	139	125	1 625	1 287 50	171 25	90 334 83	1 904 14			132 038 96	14 353 33	117 685 63
Franklin.....	35	38	27	50	131	1 348 75	5 363 53		107 167 11	1 500 25			252 719 20	27 373 98	225 345 22
Hamilton.....	36	47	20	131	272 78	1 000	2 900		93 939 52	628 40			135 790 70	14 126 26	121 664 41
Jefferson.....	19	31	17	32	78 37	2 360	173 08		90 354 10	1 486 93			130 777 48	8 354 04	122 423 44
Livingston.....	30	42	17	110	51	1 650	733 33		41 800 03	610 60			60 715 63	5 125 89	55 589 74
Montgomery.....	3	42	80	200	189	155 83	1 133 33		45 031 82	471 79			68 053 05	7 907 88	60 145 17
Nassau.....	32	59	42	67	78	376 32	600		80 858 42	2 231 13			134 975 87	11 952 57	123 023 30
Niagara.....	47	73	48	170	253	1 031 20	1 303 33		92 106 89	1 200 67			120 933 51	9 629 74	111 003 77
Orleans.....	11	41	47	187	145	2 211 67	1 690		103 629 53	1 652 04			151 774 42	18 031 79	133 742 63
Putnam.....	145	145	145	145	172 78	3 550	1 072 50		90 159 71	2 149 68			134 979 67	20 369 98	114 610 69
Rockland.....	12	23	74	79	170	41 680	98		57 063 21	1 298 22			83 589 43	8 940 06	74 649 37
Montgomery.....			53	396	2 314 02	41 200	9 525 79	212	133 261 57	1 478 92			214 217 30	24 853 90	189 363 40
New York.....															
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Onondaga.....	2	8	24	204	1 277 49	5 341 67	3 887 88	484 50	158 130 09	1 866 79	228 888 42	30 816 11	198 072 31
Ontario.....	6	23	18	139	1 105 55	1 115 58	2 420 60	240	117 608 48	1 891 43	118 010 99	15 877 29	102 133 70
Orange.....	9	13	138	216	1 115 58	1 233 33	2 420 60	1 891 43	117 608 48	1 891 43	118 010 99	20 801 80	145 842 02
Orleans.....	4	113	44	113	57 14	4 100	257 14	394 56	40 309 35	3 900 10	60 693 19	7 350 29	53 342 90
Oswego.....	34	82	57	94	348 71	4 100	1 576 36	1 200	120 122 89	3 900 10	181 498 06	13 721 44	172 776 02
Osseo.....	36	101	57	95	718 46	69 174 33	1 200	1 200	123 688 58	1 843 04	194 524 41	17 538 62	176 985 79
Putnam.....	2	2	4	42	300 45	61 400	1 200	1 200	28 537 34	277 30	41 715 09	4 362 89	37 352 20
Queens.....	18	22	19	89	785 76				60 451 94	1 572 06	89 034 76	9 291 74	79 743 02
Rensselaer.....													
Richmond.....													
Rochester.....	2	2	45	130	186 11		2 400	986 60	56 063 83	986 60	78 611 54	13 089 38	65 322 16
St Lawrence.....	23	112	98	220	1 189 51		1 114 25	4 832 16	200 960 87	4 832 16	291 016 79	21 128 18	269 888 61
Saratoga.....	28	34	39	84	330 82	1 670	1 420 60	1 143 72	95 841 60	1 143 72	139 726 14	16 984 30	122 741 84
Schenectady.....	1	11	8	36	73	323 33	496 67	632 98	42 034 42	632 98	58 612 32	9 045 21	96 062 42
Schoharie.....	37	51	24	55	57	529 90	1 200	1 200	71 446 66	977 78	106 054 34	9 991 92	96 062 42
Schuyler.....	12	31	15	41	978 32		1 200	1 200	46 374 63	677 70	68 536 65	5 983 38	62 547 37
Seneca.....	4	83	45	123	61	1 600	600	165	34 776 39	450 60	33 190 60	9 001 79	44 188 81
Steuben.....	20	130	95	106	177	1 346 14	2 400	702 25	180 260 81	3 201 34	266 274 95	20 634 96	245 639 89
Suffolk.....									195 297 63	3 023 64	272 517 96	35 332 38	237 155 38
Sullivan.....	59	58	21	35	119	1 395 80	8 198 64	420	105 366 83	1 716 65	157 957 63	15 346	142 611 63
Tioga.....	8	53	33	44	40	675 74	450	1 800	59 500	643 10	89 159 88	7 229 71	81 930 17
Tompkins.....	10	36	39	68	57	187 23	450	1 800	104 801 03	2 305 40	94 415 79	10 086 88	84 328 91
Ulster.....	33	40	37	99	129	884 86	866 96	1 800	55 979 83	952 90	155 082 95	14 798 44	140 284 51
Warren.....	40	22	14	34	57	271 66			104 801 03	952 90	81 404 39	7 580 70	73 823 69
Washington.....	10	62	59	79	117	612 08			105 320 46	2 175 29	153 595 13	15 914 99	137 380 14
Wayne.....	3	19	183	150	146 57	1 000	3 959 47	187 50	102 953 42	2 753 69	152 062 85	19 146 97	132 915 88
Westchester.....									180 419 66	1 559 75	255 936 06	44 457 99	211 478 07
Westchester.....	2	10	29	120	102	463 89	1 910	514	78 270 50	358	114 982 39	11 114 94	103 867 45
Wyoming.....									34 900 32	680	52 092 12	4 777 99	47 314 13
Yates.....													
Total.....	836	2 018	1 672	5 562	7 180	\$36 095 91	\$131 782 63	\$106 559 98	\$2 504 50	\$5 466 904 26	\$824 043 30	\$7 196 021 77	

a Including agricultural director.

TABLE 1 (continued)
Apportionment of school moneys for the year 1923

VILLAGES UNDER SUPERINTEN- DENTS	NUMBER OF QUOTAS				AMOUNT OF QUOTAS			AMOUNT PAID FOR TEACHERS' CONFER- ENCES	SUPER- VISION	TOTAL	AMOUNT DEDUCTED FOR TEACHERS' RETIRE- MENT FUND	BALANCE TO BE PAID TO VILLAGE
	OF \$200 EACH	OF \$175 EACH	OF \$150 EACH	OF \$125 EACH	OF \$100 EACH	Partial	Vocational	Physical training	Immigrant education (American- ization)	Additional teachers		
Albion.....					35	806 67	\$1 000	\$400		\$12 250	\$3 324 01	\$14 950 96
Baldwin.....					25	317 46	565 44	600		9 438 33	1 989 01	11 573 39
Bay Shore.....					31		868 67	600	\$116	12 311 11	2 134 72	15 500 29
Carthage.....					27		1 600	600	88	9 800	2 113 71	13 011 56
Catskill.....					23		2 610	600		9 800	2 293 33	13 331 67
Danville.....					23		2 610	600		8 100	2 024 02	12 210 98
Depew.....					22	115 50	6 849 47	1 163 75	709 25	8 461 25	2 814 72	17 551 20
East Rochester.....					31	25	163 71	600		12 337 50	17 451 21	3 893 35
Endicott.....					99	100 56	2 396 41	1 800	707 08	35 282 92	3 893 35	47 280 65
Fairport.....					25			600		10 136	1 963 37	12 571 63
Frankfort.....					25	60 67		600	132	10 633 33	1 963 37	12 571 63
Fredonia.....					34	50	610 33	600	61 50	12 425	2 110 12	15 691 41
Freeport.....					74	21 11	450	600		26 323 89	3 787 48	32 592 51
Gouverneur.....					31	97 78	1 600	600		11 512 22	1 958 33	13 570 67
Green Island.....					11	441 11				5 743 89	1 958 33	6 291 67
Hastings-on-Hudson.....					31	66 39	400	600	196	11 132 36	1 922 22	14 737 33
Hempstead.....					24		1 318 75	600		8 750	2 375 00	11 016 15
Herkimer.....					60	69 44	1 000	600		21 488 06	6 317 17	23 761 73
Hosack Falls.....					54	477 22	3 190 08	600	145	20 920 28	3 910 28	27 717 30
Hudson Falls.....					27	80 33		600		10 681 17	3 036 56	10 749 94
Huntington.....					31	387 77	600	600		12 552 36	3 739 30	14 449 60
Ilion.....					55		262 83	600	185 50	19 606	3 331 04	20 218 29
Johnson City.....					72	52 78	481 50	1 200		25 734 72	3 680 57	27 636 84
Kenmore.....					1	120 44	405 56	1 800		24 003 05	7 026 21	32 276 96
Lancaster.....					29	137 22		600		10 370	3 592 25	12 745 92
Lansingburg.....					65	48 89	2 830 61	800		29 926	5 982 27	35 042 26
Lawrence.....					1	772 22	1 330 19	1 200		26 152 78	4 480 08	32 500 10
Le Roy.....					33		833 33	600	178 75	11 900	2 336 28	15 400 80
Lynbrook.....					1	110		600		11 255	3 006 11	12 863 89
Malone.....					52		1 783 33	1 200		18 200	2 918 70	21 359 63

Mamaroneck.....	57	85	632	1 200	105	20 597 50	800	29 139 50	3 736 80	25 402 70
Masene.....	1	48	532 92	600	45	17 435 83	800	21 570 42	2 816 35	21 754 07
Medina.....	1	33	2 368 17	1 000	45	12 837 23	800	50 743 17	3 694 34	18 044 83
Newark.....	1	40	4 302 50	600	118 25	15 412 51	800	25 861 83	3 349 31	22 512 52
North Tarrytown.....	1	30	2 485	600	118 25	15 412 51	800	25 861 83	3 349 31	22 512 52
Nyack.....	1	42	71 11	1 200	175 50	15 298 89	800	22 549 17	3 357 16	19 192 01
Ossining.....	1	60	62 22	600	175 50	21 567 78	800	30 636 50	3 614 50	28 016 20
Owego.....	1	25	3 075	600	125	9 100	800	16 200	3 310 90	12 889 10
Patchogue.....	1	48	82 23	600	106 50	17 437 77	800	24 622	4 473 99	20 354 12
Peekskill, district 7.....	1	39	158 89	600	106 50	14 556 11	800	20 902 06	4 473 99	16 428 07
Peekskill, district 8.....	1	34	405 56	600	106 50	12 250	800	17 580 56	3 173	14 407 56
Pelham Manor.....	1	44	256 67	1 200	216	16 648 33	800	23 430	3 507 83	19 922 07
Penn Yan.....	1	27	244 48	575	216	10 655 69	800	16 744 13	2 127 03	14 617 10
Perry.....	1	31	61 94	563 33	150	11 416 81	800	18 217 08	1 069 80	16 547 28
Port Chester.....	1	41	97 78	1 798 50	281 50	50 012 22	800	67 655	10 825 85	56 829 15
Port Washington.....	1	48	626 41	600	235	17 476 07	800	24 805 94	2 656 43	22 149 51
Rockville Center.....	1	43	124	600	148	15 400	800	21 604	1 678 55	19 925 45
Roslyn.....	1	38	57 78	1 200	148	13 852 52	800	19 983	2 251 51	17 731 49
Saranac Lake.....	1	35	242 78	600	148	13 252 28	800	20 965 41	2 463 20	18 502 21
Scotia.....	1	44	108 34	600	148	16 129 49	800	22 162 50	3 905 51	18 256 99
Seneca Falls.....	1	29	397 02	600	117	11 889 57	800	17 742	3 876 55	14 435 04
Solvay.....	1	59	215	1 396 17	1 272 43	12 732 50	800	36 893 94	8 945 04	28 848 50
Spring Valley.....	1	35	177 22	600	117	12 600	800	17 742	2 866 41	15 175 39
Tarrytown.....	1	35	177 22	600	117	12 600	800	17 742	2 866 41	15 175 39
Ticonderoga.....	1	28	199 72	600	411 40	13 229 28	800	19 666 94	3 385 06	16 281 88
Tupper Lake.....	1	33	109 44	600	411 40	10 849 03	800	15 373 75	2 973 20	12 400 46
Walden.....	1	28	197 78	600	411 40	12 283 06	800	17 628 90	1 075 71	16 553 19
Watford.....	1	24	160	600	9 310	10 842 22	800	15 889	1 853 48	14 035 52
Waverly.....	1	33	75	600	9 310	9 310	800	15 195	2 432 40	12 762 60
Willsville.....	1	38	322 78	600	15 162 50	15 162 50	800	18 924 17	2 871 76	16 052 41
Whitell.....	1	34	212 93	1 200	14 779 72	14 779 72	800	21 267 50	2 954 48	18 313 02
Total.....	62	2 540	\$7 798 01	\$48 106 84	\$5 774 63	\$943 568 63	\$49 600	\$1 386 975 16	\$203 911 14	\$1 183 064 02

TABLE 1 (concluded)
Apportionment of school moneys for the year 1923

CITIES	NUMBER OF QUOTAS					AMOUNT OF QUOTAS					AMOUNT PAID FOR TEACHERS' CONFERENCES	SUPER-VISION	TOTAL	AMOUNT DEDUCTED FOR RETIREMENT FUND	BALANCE TO BE PAID TO CITY
	OF \$200 EACH	OF \$175 EACH	OF \$150 EACH	OF \$125 EACH	OF \$100 EACH	Partial	Vocational	Physical training	Immigrant education (Americanization)	Additional teachers					
Albany.....	1				431	\$1 123 06	a\$24 758 89	\$8 927 58	\$2 764 08	\$198 123 75	\$279 722 36	\$63 684 70	\$216 037 66		
Ansterdam.....	1				180	132 23	10 081 41	1 175 ..	1 993 25	63 882 71	96 209 66	11 973 80	84 235 86		
Auburn.....	1				203	640 17	7 241 17	600 ..	1 690 31	73 640 71	105 037 36	19 409 63	85 627 73		
Batavia.....	1				88	436 39	1 995 ..	600 ..		32 67 36	800	45 433 75	37 811 57		
Beacon.....	1				49	453 89	603 75	600 ..	180 ..	19 088 61	800	26 731 25	23 384 26		
Binghamton.....	2				413	1 429 16	5 709 19	3 600 ..	4 825 75	192 583 75	800	250 497 85	217 680 22		
Buffalo.....	1				368	5 492 36	122 169 43	30 017 67	15 747 49	1 322 021 24	1 733 173 19	104 366 32	1 598 809 87		
Canandaigua.....	1				48		2 663 27	850 ..	120 ..	17 150 ..	800	26 508 27	22 229 89		
Cohoes.....	1				62	248 33	2 100 ..	590 ..	81 25	22 919 17	800	33 063 75	26 453 50		
Corning, district 9.....	1				36	76 67	1 412 50	600 ..	82 ..	13 218 33	800	19 914 50	15 419 69		
Corning, district 13.....	1				30		4 965 83	600 ..		10 850 ..	800	20 370 83	18 174 32		
Cortland.....	1				71	227 89	621 33	1 200 ..	738 ..	25 997 61	800	36 809 83	29 056 84		
Dunkirk.....	1				109	459 17	a7 320 54	1 864 50	739 87	40 107 08	800	62 316 16	51 890 20		
Elmira.....	1				235	661 60	a14 873 39	1 800 ..	2 160 50	84 915 62	800	128 836 11	103 257 38		
Fulton.....	1				72	332 78	400 ..	600 ..	339 25	26 714 72	800	36 511 75	27 241 08		
Geneva.....	1				80		1 153 33	1 200 ..	538 75	28 500 ..	800	40 199 86	31 858 75		
Glen Cove.....	1				49		533 33	600 ..	142 ..	17 850 ..	800	24 600 33	22 997 22		
Glen Falls.....	1				63	212 50	a1 407 ..	600 ..	450 ..	23 143 75	800	33 038 25	27 329 26		
Gloversville.....	1				123	204 16	2 355 ..	1 131 67	232 ..	44 226 39	800	61 464 22	52 758 39		
Hornell.....	1				182	401 11	4 045 93	1 600 ..	1 088 64	30 803 89	800	46 184 57	4 552 70		
Hudson.....	1				58	148 89	1 947 85	1 200 ..	654 50	21 171 11	800	31 876 85	27 324 15		
Ithaca.....	1				103	601 80	a2 582 58	1 195 25	200 50	38 506 32	800	54 317 45	45 418 07		
Johnstown.....	1				233	136 66	1 358 ..	2 455 ..	2 335 38	87 705 14	800	123 381 59	100 563 14		
Kingston.....	1				63	104 72	3 646 46	1 200 ..	701 22	22 800 36	800	33 402 46	28 973 17		
Lackawanna.....	1				119	276 38	486 68	600 ..	239 75	42 366 33	800	53 205 20	47 619 58		
Little Falls.....	1				73		305 56	600 ..	1 397 ..	24 220 14	800	29 630 56	24 453 31		
Lockport.....	1				60	412 23	3 979 18	1 800 ..	356 25	21 700 ..	800	65 315 43	49 983 38		
Long Beach.....	1				6			1 800 ..		45 542 77	800	3 341 93	2 201 13		
Mechanicville.....	1				65	413 33	4 680 37	1 133 33	174 ..	23 546 67	800	38 422 70	33 921 84		
Middletown.....	1				76	285 83	1 081 66	1 133 33	460 83	27 880 42	800	39 347 07	31 841 84		

Mount Vernon.....	1	254	1 191 94	18 378 38	4 180 ..	1 411 50	149 555 69	.....	800	201 542 51	42 814 46	158 728 65
New Rochelle.....	1	218	404 72	2 319 50	4 200 ..	3 418 28	138 900 97	.....	800	174 968 47	34 169 77	140 798 70
New York.....	1	245	34 806 80	435 361 21	47 588 62	231 588 62	188 441 33	.....	800	18 432 585 91	18	435 798 70
Newburgh.....	1	155	392 50	1 423 ..	585 ..	279 75	55 973 75	.....	800	75 079 ..	13 417 21	61 661 79
Niagara Falls.....	1	286	804 72	12 493 56	2 483 ..	3 081 25	132 771 25	.....	800	181 075 78	30 142 30	150 933 48
North Tonawanda.....	1	74	353 89	1 524 50	600 ..	607 50	27 488 61	.....	800	38 890 50	6 315 30	22 575 20
Norwich.....	1	53	90 10	63 350 00	600 ..	200 ..	19 216 41	.....	800	20 981 81	5 993 88	24 887 69
Ozdenburg.....	1	630	520 41	2 061 ..	600 ..	313 75	46 632 56	.....	800	31 380 ..	4 978 84	26 401 61
Olean.....	1	130	46 39	702 ..	1 013 33	358 44	20 462 36	.....	800	63 814 75	9 634 90	54 119 85
Oneida.....	1	57	33 33	2 821 91	1 200 ..	1 121 ..	18 238 89	.....	800	20 693 16	5 442 63	21 250 53
Osceola.....	1	100	22 22	2 821 91	600 ..	1 037 12	16 401 92	.....	800	23 843 52	6 032 79	17 810 73
Plattsburgh.....	1	45	86 26	1 281 59	600 ..	48 75	13 229 66	.....	800	32 126 13	4 356 27	27 769 86
Port Jervis.....	1	61	108 47	449 ..	600 ..	514 ..	60 706 94	.....	800	83 907 42	16 972 72	67 934 70
Poughkeepsie.....	1	172	209 73	2 297 25	1 625 ..	853 50	21 509 41	.....	800	29 423 50	6 434 47	22 989 03
Rensselaer.....	1	60	45 56	187 50	600 ..	156 ..	902 908 26	.....	800	1 199 408 49	263 920 55	935 487 94
Rochester.....	1	633	1 310 13	76 475 77	31 088 33	20 401 ..	45 120 83	.....	800	62 563 92	12 292 60	50 273 33
Rome.....	1	126	191 67	701 92	600 ..	2 426 50	18 147 50	.....	800	26 230 ..	5 882 32	20 347 68
Salamanea.....	1	47	385 ..	1 275 ..	600 ..	197 50	25 083 34	.....	800	34 569 75	8 653 00	27 916 66
Saratoga Springs.....	1	70	86 66	1 300 ..	600 ..	1 214 75	259 688 75	.....	800	341 016 47	50 927 42	290 089 05
Schenectady.....	1	558	1 863 61	11 663 62	5 368 75	5 761 74	415 932 50	.....	800	520 201 07	110 228 55	410 062 42
Schenectady.....	1	734	2 363 89	15 914 68	4 200 ..	7 495 ..	18 200 42	.....	800	25 815 ..	4 110 58	21 704 42
Syracuse.....	1	48	300 ..	740 60	600 ..	2 731 55	99 976 25	.....	800	146 188 18	31 696 59	114 491 53
Troy.....	2	218	626 95	617 003 23	3 000 ..	7 603 75	215 501 25	.....	800	288 498 61	71 100 87	217 397 74
Utica.....	1	444	3 413 61	15 993 ..	1 200 ..	7 226 72	61 353 84	.....	800	84 984 50	15 521 65	69 462 85
Watertown.....	2	176	381 66	1 117 ..	1 200 ..	7 226 72	24 116 91	.....	800	34 377 97	8 167 52	26 210 65
Watervliet.....	1	66	190 56	1 218 75	600 ..	1 092 ..	95 615 ..	.....	800	120 329 02	18 342 12	101 986 90
White Plains.....	1	168	400 ..	2 977 02	2 400 ..	1 092 ..	333 740 ..	.....	800	436 110 10	94 225 52	341 884 58
Yonkers.....	1	533	1 280 ..	34 216 10	5 043 33	1 665 67	.....	.....	800	.....	.....	.....
Total cities.....	63	37 440	\$68 537 90	\$908 031 61	\$107 609 02	\$336 084 12	\$21 160 575 65	.....	\$17 200	\$26 469 946 90	\$1 392 706 77	\$25 077 240 13
Total villages.....	62	2 540	7 798 91	69 767 90	48 106 84	5 774 63	543 568 63	.....	1 386 975 16	203 911 14	7 193 064 02	1 186 064 02
Total counties.....	836	2 018	1 672 5 562	131 782 63	106 559 98	2 504 50	5 466 904 26	.....	8 020 065 07	824 043 30	7 196 021 77	7 196 021 77
State.....	836	2 018	1 672 5 562	\$1 095 582 14	\$352 275 81	\$244 363 25	\$27 571 018 54	.....	\$96 800	\$35 576 987 13	\$2 420 661 21	\$33 456 325 92
Indians.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Contingent fund.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Total, State.....	836	2 018	1 672 5 562	\$1 095 582 14	\$352 275 81	\$244 363 25	\$27 571 018 54	.....	\$96 800	\$35 576 987 13	\$2 420 661 21	\$33 456 325 92

a Including agricultural director.

b Including \$10,202.54 paid contracting districts from the regular fund after the general apportionment had been made.

Quebec.....	334	107 146	1 585 783	110 665	33 856	62 116	12 644	1 912 210	71 879	2 952
Onondaga.....	247	174 785	1 870 015	120 171	34 424	46 368	16 335	2 262 287	67 010	3 067
Ontario.....	179	51 400	622 110	42 585	18 613	32 961	10 947	778 427	50 346	1 182
Oranien.....	173	125 401	3 378 685	80 584	21 136	33 448	21 372	1 660 626	46 971	2 562
Orientes.....	118	37 255	260 040	25 310	12 155	16 868	3 028	354 656	25 156	608
Oswego.....	268	39 520	447 071	43 917	17 637	40 768	28 086	617 019	59 740	2 214
Oscego.....	260	61 790	680 546	67 260	27 073	47 315	32 895	916 679	68 069	2 509
Putnam.....	51	28 325	207 371	16 799	8 023	11 588	6 907	279 213	16 911	514
Rensselaer.....	154	26 771	267 608	29 985	13 278	22 626	7 337	362 615	30 621	666
Rockland.....	459	128 100	1 021 638	67 738	33 601	14 942	7 341	1 265 968	23 312	1 335
St Lawrence.....	456	69 856	1 122 573	68 332	33 601	39 502	6 883	645 552	39 109	2 812
Schoharie.....	178	51 366	490 635	40 897	15 441	34 130	12 280	740 507	12 725	804
Schoenectady.....	57	31 810	641 397	37 992	7 530	9 498	4 536	373 171	31 685	703
Schoellie.....	162	29 467	287 910	21 925	9 703	19 570	2 189	294 713	16 671	639
Schuyler.....	97	24 915	244 525	11 211	4 181	7 692	2 189	453 891	24 419	576
Seneca.....	89	29 545	357 485	31 620	10 211	15 560	8 905	859 770	59 056	1 901
Steuben.....	369	57 205	674 238	54 015	25 243	40 164	49 833	3 615 285	71 820	4 425
Suffolk.....	121	400 330	2 902 385	162 235	44 919	55 593	17 187	896 662	36 462	2 557
Sullivan.....	161	103 395	677 630	52 980	17 854	27 616	1 173	280 529	25 922	914
Toga.....	142	24 950	210 335	17 547	8 949	17 575	45 887	662 700	30 663	752
Tompkins.....	146	35 390	513 745	30 515	13 833	23 130	6 689	724 258	38 863	1 893
Ulster.....	212	77 085	557 348	41 518	11 736	26 862	6 614	259 591	23 792	682
Warren.....	104	25 190	191 745	12 102	8 300	15 440	8 458	646 911	35 912	1 703
Washington.....	213	58 213	494 334	42 690	16 307	26 909	25 603	1 087 350	57 181	2 496
Wayne.....	196	80 680	859 210	59 912	21 608	40 217	129 670	5 619 021	58 319	3 571
Westchester.....	96	826 365	4 313 436	233 967	63 117	52 466	48 045	694 200	29 404	1 669
Wyoming.....	161	44 990	517 585	38 348	19 750	25 482	1 042	226 548	18 121	315
Yates.....	103	15 126	174 115	17 413	5 703	13 149				
tal.....	9 433	\$5 063 688	\$46 193 365	\$3 211 317	\$1 110 669	\$1 769 749	\$1 069 315	\$58 418 103	2 409 067	98 665

TABLE 2 (continued)
Buildings, property and libraries in villages under superintendents

VILLAGES UNDER SUPERINTENDENTS	Number of school districts	Number of schoolhouses	PROPERTY						LIBRARY		
			Value of schoolhouse site	Value of schoolhouse	Value of furniture	Value of apparatus	Value of library	Value of all other property	Total value of school property	Number of volumes in library	Number of volumes added to library during year
Albion.....	3	3	\$27 000	\$170 000	\$14 000	\$1 200	\$750	\$200	\$213 150	886	75
Baldwin.....	4	4	22 000	385 000	23 486	1 952	3 133	2 965	438 536	3 846	311
Ballston Spa.....	3	3	6 000	69 000	4 000	1 900	2 368	1 550	84 418	2 312	227
Bath.....	1	1	12 400	49 000	3 500	6 410	2 500	5 000	74 510	2 157	174
Bay Shore.....	2	2	33 000	260 000	3 500	1 700	2 475	2 500	302 875	2 733	347
Carthage.....	1	1	10 000	66 000	2 500	2 360	3 400	3 335	84 795	3 454	75
Catskill.....	2	2	15 550	103 000	8 150	2 180	2 066	1 150	132 096	1 351	172
Dansville.....	2	2	7 000	123 000	6 000	3 100	2 650	7 000	141 850	1 998	326
Deerpark.....	2	2	8 600	406 000	8 400	10 000	2 500	7 000	442 500	3 161	217
East Rochester.....	4	4	11 500	110 000	10 000	1 800	2 700	1 000	137 000	3 618	359
East Syracuse.....	5	5	2 500	125 000	12 134	5 186	5 200	3 850	153 870	3 234	122
Edincott.....	3	3	42 400	970 000	43 195	5 193	4 117	14 927	1 079 832	3 750	111
Fairport.....	4	4	56 000	245 000	6 800	1 600	1 200	4 800	315 400	1 500	.....
Frankfort.....	2	2	6 300	82 500	3 600	1 850	1 650	590	96 490	2 000	70
Fredonia.....	3	3	48 500	410 000	10 000	5 000	1 400	8 100	513 000	1 600	156
Freepoint.....	4	4	135 000	550 000	33 058	10 147	3 598	15 950	747 753	4 209	373
Gouverneur.....	4	4	19 500	155 300	11 000	6 500	4 700	1 600	198 600	5 112	174
Green Island.....	2	2	10 000	75 000	4 500	3 300	2 000	2 000	93 800	4 158	72
Harrison.....	4	4	10 000	75 500	6 000	1 550	1 200	3 000	97 250	1 400	.....
Hastings-on-Hudson.....	2	2	30 000	135 000	7 000	1 800	1 200	8 000	184 000	1 384	138
Haverstraw.....	3	3	9 000	83 000	.....	3 500	2 200	3 500	100 200	2 559	180
Hempstead.....	4	4	150 000	500 000	57 505	18 430	550	17 512	744 027	1 000	170
Herkimer.....	3	3	37 866	444 555	23 000	5 000	4 078	3 686	548 185	5 447	199
Hosack Falls.....	4	4	10 000	115 000	3 520	1 782	992	5 853	167 147	2 033	159
Hudson Falls.....	6	6	22 000	288 300	13 000	8 000	3 000	1 100	335 400	2 835	82
Huntington.....	5	5	30 000	370 000	16 000	2 700	3 800	7 000	429 500	2 850	356
Ilion.....	4	4	47 000	310 580	43 800	3 163	3 388	3 720	411 651	3 017	97
Johnson City.....	3	3	50 000	700 000	20 000	2 500	3 000	4 800	780 300	2 010	215
Kenmore.....	4	4	90 000	200 000	9 600	2 900	2 600	6 329	311 429	2 801	356

	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94	95	96	97	98	99	100	101	102	103	104	105	106	107	108	109	110	111	112	113	114	115	116	117	118	119	120	121	122	123	124	125	126	127	128	129	130	131	132	133	134	135	136	137	138	139	140	141	142	143	144	145	146	147	148	149	150	151	152	153	154	155	156	157	158	159	160	161	162	163	164	165	166	167	168	169	170	171	172	173	174	175	176	177	178	179	180	181	182	183	184	185	186	187	188	189	190	191	192	193	194	195	196	197	198	199	200	201	202	203	204	205	206	207	208	209	210	211	212	213	214	215	216	217	218	219	220	221	222	223	224	225	226	227	228	229	230	231	232	233	234	235	236	237	238	239	240	241	242	243	244	245	246	247	248	249	250	251	252	253	254	255	256	257	258	259	260	261	262	263	264	265	266	267	268	269	270	271	272	273	274	275	276	277	278	279	280	281	282	283	284	285	286	287	288	289	290	291	292	293	294	295	296	297	298	299	300	301	302	303	304	305	306	307	308	309	310	311	312	313	314	315	316	317	318	319	320	321	322	323	324	325	326	327	328	329	330	331	332	333	334	335	336	337	338	339	340	341	342	343	344	345	346	347	348	349	350	351	352	353	354	355	356	357	358	359	360	361	362	363	364	365	366	367	368	369	370	371	372	373	374	375	376	377	378	379	380	381	382	383	384	385	386	387	388	389	390	391	392	393	394	395	396	397	398	399	400	401	402	403	404	405	406	407	408	409	410	411	412	413	414	415	416	417	418	419	420	421	422	423	424	425	426	427	428	429	430	431	432	433	434	435	436	437	438	439	440	441	442	443	444	445	446	447	448	449	450	451	452	453	454	455	456	457	458	459	460	461	462	463	464	465	466	467	468	469	470	471	472	473	474	475	476	477	478	479	480	481	482	483	484	485	486	487	488	489	490	491	492	493	494	495	496	497	498	499	500	501	502	503	504	505	506	507	508	509	510	511	512	513	514	515	516	517	518	519	520	521	522	523	524	525	526	527	528	529	530	531	532	533	534	535	536	537	538	539	540	541	542	543	544	545	546	547	548	549	550	551	552	553	554	555	556	557	558	559	560	561	562	563	564	565	566	567	568	569	570	571	572	573	574	575	576	577	578	579	580	581	582	583	584	585	586	587	588	589	590	591	592	593	594	595	596	597	598	599	600	601	602	603	604	605	606	607	608	609	610	611	612	613	614	615	616	617	618	619	620	621	622	623	624	625	626	627	628	629	630	631	632	633	634	635	636	637	638	639	640	641	642	643	644	645	646	647	648	649	650	651	652	653	654	655	656	657	658	659	660	661	662	663	664	665	666	667	668	669	670	671	672	673	674	675	676	677	678	679	680	681	682	683	684	685	686	687	688	689	690	691	692	693	694	695	696	697	698	699	700	701	702	703	704	705	706	707	708	709	710	711	712	713	714	715	716	717	718	719	720	721	722	723	724	725	726	727	728	729	730	731	732	733	734	735	736	737	738	739	740	741	742	743	744	745	746	747	748	749	750	751	752	753	754	755	756	757	758	759	760	761	762	763	764	765	766	767	768	769	770	771	772	773	774	775	776	777	778	779	780	781	782	783	784	785	786	787	788	789	790	791	792	793	794	795	796	797	798	799	800	801	802	803	804	805	806	807	808	809	810	811	812	813	814	815	816	817	818	819	820	821	822	823	824	825	826	827	828	829	830	831	832	833	834	835	836	837	838	839	840	841	842	843	844	845	846	847	848	849	850	851	852	853	854	855	856	857	858	859	860	861	862	863	864	865	866	867	868	869	870	871	872	873	874	875	876	877	878	879	880	881	882	883	884	885	886	887	888	889	890	891	892	893	894	895	896	897	898	899	900	901	902	903	904	905	906	907	908	909	910	911	912	913	914	915	916	917	918	919	920	921	922	923	924	925	926	927	928	929	930	931	932	933	934	935	936	937	938	939	940	941	942	943	944	945	946	947	948	949	950	951	952	953	954	955	956	957	958	959	960	961	962	963	964	965	966	967	968	969	970	971	972	973	974	975	976	977	978	979	980	981	982	983	984	985	986	987	988	989	990	991	992	993	994	995	996	997	998	999	1000	1001	1002	1003	1004	1005	1006	1007	1008	1009	1010	1011	1012	1013	1014	1015	1016	1017	1018	1019	1020	1021	1022	1023	1024	1025	1026	1027	1028	1029	1030	1031	1032	1033	1034	1035	1036	1037	1038	1039	1040	1041	1042	1043	1044	1045	1046	1047	1048	1049	1050	1051	1052	1053	1054	1055	1056	1057	1058	1059	1060	1061	1062	1063	1064	1065	1066	1067	1068	1069	1070	1071	1072	1073	1074	1075	1076	1077	1078	1079	1080	1081	1082	1083	1084	1085	1086	1087	1088	1089	1090	1091	1092	1093	1094	1095	1096	1097	1098	1099	1100	1101	1102	1103	1104	1105	1106	1107	1108	1109	1110	1111	1112	1113	1114	1115	1116	1117	1118	1119	1120	1121	1122	1123	1124	1125	1126	1127	1128	1129	1130	1131	1132	1133	1134	1135	1136	1137	1138	1139	1140	1141	1142	1143	1144	1145	1146	1147	1148	1149	1150	1151	1152	1153	1154	1155	1156	1157	1158	1159	1160	1161	1162	1163	1164	1165	1166	1167	1168	1169	1170	1171	1172	1173	1174	1175	1176	1177	1178	1179	1180	1181	1182	1183	1184	1185	1186	1187	1188	1189	1190	1191	1192	1193	1194	1195	1196	1197	1198	1199	1200	1201	1202	1203	1204	1205	1206	1207	1208	1209	1210	1211	1212	1213	1214	1215	1216	1217	1218	1219	1220	1221	1222	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TABLE 2 (concluded)
Buildings, property and libraries in cities

CITIES	Number of school districts	Number of schoolhouses	PROPERTY						LIBRARY	
			Value of schoolhouse	Value of furniture	Value of apparatus	Value of library	Value of all other property	Total value of school property	Number of volumes in library	Number of volumes added to library during year
Albany.....	26		\$33,144	\$2,433,815	\$55,000	\$80,000	\$25,451	\$70,000	29,988	578
Amsterdam.....	12		116,000	200,000	15,000	15,000	9,850	10,155	1,318,705	832
Auburn.....	13		65,255	29,700	30,852	6,886	18,062	439,200	7,263	179
Batavia.....	9		10,125	391,406	6,000	6,000	16,000	94,800	21,073	2,651
Beacon.....	4		27,000	366,000	17,000	7,000	11,000	339,425	7,980	1,32
Binghamton.....	17		131,251	150,000	13,500	19,315	15,575	40,525	208,500	8,009
Buffalo.....	171		1,651,788	89,575	89,575	46,000	831,192	11,928,875	8,045	2,873
Cataraugus.....	5		196,680	9,975,886	985,900	893,267	10,500	16,500	330,500	1,129
Cattaraugus.....	10		70,800	314,000	17,500	10,500	2,300	112,700	3,992	1
Columbia.....	1		85,000	600,000	15,000	5,000	4,000	707,400	2,123	70
Corning, district 9.....	2		30,000	105,000	6,675	5,500	1,750	152,925	1,957	297
Corning, district 13.....	5		35,000	10,600	3,100	3,100	4,000	219,800	5,350	50
Cortland.....	10		100,000	800,000	35,000	12,000	6,000	962,000	6,201	1,154
Dunkirk.....	13		131,508	122,000	45,000	15,000	28,648	1,376,196	11,767	1,204
Elmira.....	8		71,000	400,000	13,000	1,000	3,500	492,300	3,700	290
Fulton.....	6		50,000	275,000	25,000	5,000	10,200	360,200	10,200	290
Galeville.....	3		58,250	200,000	14,791	5,800	2,081	18,100	2,312	290
Glen Cove.....	2		72,000	273,000	15,600	5,350	4,450	299,025	3,400	100
Gloversville.....	11		113,000	850,000	50,000	12,000	3,000	1,079,000	3,905	305
Hornell.....	6		53,000	603,000	17,000	6,000	3,700	604,200	1,801	181
Hudson.....	5		11,500	222,000	15,000	6,000	6,022	3,000	395,422	6,023
Ilwaco.....	5		106,352	1,306,492	37,435	20,531	12,863	39,858	7,316	423
Johnstown.....	13		250,590	2,000,000	29,100	29,100	10,000	37,600	17,505	1,264
Kingston.....	6		25,560	94,000	3,900	3,900	3,800	250,250	4,173	197
Lackawanna.....	9		155,167	16,575	2,884	1,213	5,249	2,145,921	12,380	806
Lackawanna.....	7		52,000	26,000	1,300	5,000	11,000	138,300	5,279	296
Little Falls.....	7		74,000	29,800	20,000	2,375	7,000	603,175	2,440	50
Lockport.....	13		143,000	143,000	30,000	6,000	7,400	1,553,026	10,365	192
Long Beach.....	1		58,000	105,000	7,500	300	1,041	1,78,925	864	364

Mechanville.....	5	75 000	450 000	21 000	4 000	5 500	558 000	7 413	455
Middletown.....	8	59 700	198 000	5 120	8 720	2 000	324 000	4 399	385
Mount Vernon.....	13	428 300	1 740 350	71 549	18 287	5 923	2 318 083	5 933	332
New Rochelle.....	11	294 000	1 961 360	94 580	13 310	8 900	2 430 720	9 277	590
New York.....	582	40 415 455	155 709 663	8 554 998	851 603	5 222 014	208 737 375	6 617	57 950
Newburgh.....	8	103 750	712 000	34 000	3 900	6 500	890 150	6 617	855
Niagara Falls.....	15	705 000	3 400 000	225 000	32 000	5 000	4 141 000	9 182	1 590
North Tonawanda.....	16	72 000	450 000	44 000	9 000	3 400	598 400	2 321	98
Norwich.....	9	60 000	520 000	20 000	7 000	8 500	652 500	13 472	721
Ogdensburg.....	9	20 800	150 200	12 500	5 000	3 000	199 000	5 826	301
Olean.....	10	109 000	940 000	87 000	29 500	2 000	1 276 500	1 643	143
Onondaga.....	6	18 250	310 000	9 250	3 500	6 000	383 200	4 977	495
Orangetown.....	5	60 000	400 000	7 500	2 500	1 700	498 000	6 087	1 067
Oswego.....	12	50 900	789 000	80 639	8 704	6 374	938 066	6 087	313
Plattsburgh.....	8	14 000	330 000	25 001	6 387	4 492	402 241	4 399	222
Port Jervis.....	7	71 300	324 700	39 698	4 703	1 353	469 910	1 387	222
Poughkeepsie.....	11	136 142	843 725	50 000	4 127	2 600	1 074 501	2 153	47
Rensselaer.....	3	9 500	260 000	12 000	3 200	7 700	299 600	4 750	128
Rochester.....	58	1 567 140	15 893 116	855 611	150 990	89 540	18 644 188	52 823	7 680
Rome.....	8	50 000	500 000	20 000	5 000	2 500	580 500	7 183	482
Saratoga.....	7	20 000	197 500	8 750	4 750	5 050	238 000	4 343	1 202
Schenectady.....	27	363 612	3 030 917	102 354	26 972	12 362	3 582 524	4 631	337
Schoharie.....	39	555 416	5 482 250	341 830	180 257	31 966	6 728 021	18 707	1 917
Syracuse.....	15	26 250	435 000	15 000	1 600	2 000	485 050	43 654	1 610
Tonawanda.....	13	101 740	1 563 760	83 000	38 000	12 000	1 876 000	2 303	145
Troy.....	26	375 000	4 700 000	165 000	50 000	3 500	5 213 500	11 800	150
Utica.....	15	137 000	1 552 025	79 701	9 086	10 648	1 833 573	11 874	751
Watertown.....	7	34 300	330 000	8 250	3 500	2 000	386 000	7 959	917
Watervliet.....	13	353 834	1 372 201	75 507	18 363	8 057	1 906 652	2 875	253
White Plains.....	27	1 300 000	5 000 000	335 000	210 000	25 000	7 650 000	8 930	681
Yonkers.....	11 833	\$60 923 339	\$805 336 385	\$17 989 152	\$4 407 643	\$2 998 917	\$398 510 758	23 000	2 000
Total, State.....	11 833	\$60 923 339	\$805 336 385	\$17 989 152	\$4 407 643	\$2 998 917	\$398 510 758	23 000	2 000
Total, cities.....	1 396	\$53 065 845	\$239 135 066	\$13 608 572	\$3 024 573	\$1 050 051	\$315 114 391	1 300 797	104 015
Total, villages.....	257	2 793 000	20 007 954	1 169 263	272 471	179 114	24 978 264	200 288	12 150
Total, towns.....	9 933	5 063 688	46 193 365	3 211 317	1 110 669	1 769 749	58 418 103	2 409 067	98 665
SPECIAL SCHOOLS									
Hunter Coll. (h. s. dept.), N. Y.	2							4 779	133
Milne H. S. (dept of N. Y. State Coll. for Teachers), Albany	3	\$31 000	\$10 000	\$2 000	\$500	\$900	\$14 400		
N. Y. Inst. for the Education of the Blind	1	189 252	221 827	20 433	21 426	4 100	3 226 814	2 800	
N. Y. State Sch. for the Blind, Batavia	4	20 000	373 000	11 000	24 000	10 000	533 000	13 675	61
Townsend Harris Hall (prep. dept.), Coll. of City of N. Y.	1	424 439	378 224	15 000	12 687	6 784	861 575	3 292	350
Total, special schools.....	11	\$664 691	\$983 051	\$48 453	\$58 613	\$21 784	\$4 665 789	24 646	544

TABLE 3
Teachers in counties excluding cities and villages under superintendents

COUNTIES	NUMBER OF LICENSED TEACHERS EMPLOYED FOR LEGAL TERM		Number of districts contracting	LICENSES HELD						NUMBER OF DIFFERENT TEACHERS EMPLOYED AT ANY TIME DURING THE YEAR		Number of days school was in session
	Males	Females		Health teachers (not included in preceding columns)	State certificates	College graduate certificates	Normal diplomas	Training class or school certificates	Certificates issued by local authorities	Temporary licenses	Special certificates including physical training, drawing, music, kindergarten, health teachers, etc.	
Albany.....	293	181	1	.....	16	33	68	89	20	1	32	197
Allegany.....	483	326	9	1	49	67	112	129	13	12	50	337
Broome.....	38	226	11	.....	23	30	129	91	17	.....	39	249
Cattaraugus.....	743	388	6	.....	38	113	124	191	17	12	74	421
Cayuga.....	293	263	10	.....	31	44	133	79	11	4	30	278
Chemung.....	863	449	7	.....	66	139	167	138	31	27	92	481
Chenango.....	153	171	7	.....	23	27	79	52	6	4	13	186
Clinton.....	28	271	30	10	40	55	132	64	6	.....	30	309
Columbia.....	30	266	3	1	26	59	92	120	6	.....	31	280
Columbia.....	26	195	6	8	21	43	30	113	9	11	28	207
Cortland.....	284	150	13	19	19	48	40	72	11	.....	33	139
Delaware.....	613	408	29	5	64	86	171	146	10	13	65	433
Dutchess.....	28	283	3	5	45	63	51	129	27	9	36	296
Dutchess.....	564	535	6	6	50	5	186	139	17	19	61	571
Essex.....	30	211	2	1	43	65	71	91	8	9	33	259
Franklin.....	18	232	5	1	22	39	150	50	4	3	18	152
Franklin.....	17	102	2	2	3	12	40	51	22	.....	17	116
Fulton.....	283	118	.....	4	21	52	26	82	3	.....	31	159
Genesee.....	344	156	11	4	25	20	50	88	13	2	36	167
Greene.....	10	50	.....	1	9	13	8	24	4	4	10	53
Hamilton.....	263	240	9	12	21	57	69	120	4	8	29	252
Herkimer.....	65	435	29	15	61	76	220	151	7	13	70	473
Jefferson.....	263	233	16	8	16	48	127	71	8	7	30	250
Lewis.....	324	244	16	3	42	111	63	64	67	2	33	238
Livingston.....	42	268	3	9	55	62	99	90	17	16	42	297
Madison.....	324	318	4	9	38	158	73	79	9	11	35	340
Montgomery.....	152	152	1	6	20	46	50	71	1	.....	31	171

Nassau	554	490 ²	41 ⁴	.....	10	73	313	87	56	21	42	50	543	188
Niagara	18	238	.....	3	4	17	49	116	71	2	.....	18	246	188
Oneida	60	511 ⁴	3	28	18	78	165	156	234	16	12	65	565	184
Onondaga	434	453 ²	.....	14	11	88	90	211	94	7	20	48	473	187
Ontario	281	251 ⁴	.....	5	2	29	83	93	86	3	3	30	269	187
Orange	48	345	.....	10	8	59	135	93	102	4	14	50	365	189
Orleans	14	142	.....	6	2	11	51	68	32	3	.....	15	152	184
Oswego	30	323	.....	16	3	31	63	153	102	10	6	31	337	183
Otsego	41 ¹	317 ¹	.....	38	8	53	75	137	83	14	5	44	331	184
Putnam	88 ¹	.....	.....	15	3	16	30	72	95	12	3	8	97	190
Rensselaer	30 ¹	161 ¹	.....	.....	3	10	17	25	69	1	.....	32	182	186
Rochester	23	166	1	.....	5	48	140	215	218	14	2	21	179	194
St Lawrence	57	553 ¹	.....	13	2	23	51	119	.....	6	4	59	585	181
Saratoga	15	241	.....	4	3	10	41	38	35	4	2	18	258	187
Schenectady	16	115	1	16	3	20	26	78	74	1	1	35	129	183
Schoharie	34 ¹	160 ²	.....	2	2	13	17	74	32	5	1	22	178	180
Schuyler	22	115	.....	2	6	14	18	40	56	6	4	13	131	184
Seneca	11 ⁴	124 ⁴	.....	2	8	46	86	210	129	12	12	55	478	182
Stenben	53	444 ³	1	25	16	112	323	71	121	15	62	84	636	189
Suffolk	78	557	5	4	4	37	67	107	95	17	8	65	270	182
Sullivan	62 ⁴	249 ²	.....	2	2	10	25	80	61	2	3	15	168	181
Tioga	14 ¹	149 ¹	.....	23	7	21	29	71	62	6	10	26	183	185
Tompkins	172	172	.....	17	4	23	66	77	144	14	7	47	288	181
Ulster	45 ¹	267	.....	6	2	15	21	61	61	9	2	15	156	182
Warren	15	141 ⁴	.....	.....	2	54	55	111	102	6	3	22	314	182
Washington	30	274 ¹	.....	15	5	41	107	74	143	5	17	25	365	182
Wayne	28	335 ¹	1	3	3	11	303	32	74	18	57	73	541	190
Westchester	64 ¹	498	10	3	15	115	368	53	141	6	.....	35	246	181
Wyoming	37	229 ¹	.....	6	2	3	68	53	141	.....	1	17	115	180
Yates	17	106	.....	5	1	13	29	66	31	.....	.....	.....	.....	.....
Total	2 010	15 163 ⁴	374	575	308	2 037	4 332	5 419	5 267	543	530	2 097	16 339	181

TABLE 3 (continued)
Teachers in villages under superintendents

VILLAGES UNDER SUPERINTENDENTS	NUMBER OF LICENSED TEACHERS EMPLOYED FOR LEGAL TERM		Health teachers (not in- cluded in preceding columns)	Number of districts contracting	LICENSES HELD							NUMBER OF DIFFERENT TEACHERS EMPLOYED AT ANY TIME DURING THE YEAR		Number of days school was in session	
	Males	Females			State certificates	College-graduate certificates	Normal diplomas	Training class or school certificates	Certificates issued by local authorities	Temporary licenses	Special certificates in- cluding physical training, drawing, music, kindergarten, health teachers, etc.	Males	Females		
Albion	6	31	1	1	11	15	3				6	31	192	31	192
Baldwin	3	35			7	24							35	35	187
Belliston Spa	3	28			6	12	1	3	3		1		31	31	193
Bath	3	26			6	12	1	6					26	26	178
Bay Shore	2	35	1		6	33	1	1	1	1	1	4	39	39	190
Carlisle	2	27		1	8	9	4	3	1				30	30	185
Catskill	1	28	1	1	6	13	1	4					23	23	181
Dansville	5	22		1	6	14	1	1	1	1	1	1	29	29	190
Depew	5	27	1		7	19							30	30	192
East Rochester	2	35	1		6	16		4					42	42	186
East Syracuse	4	32			12	70	15	4	1	4	5	3	108	108	188
Endicott	5	106		3	8	21	9	2					191	191	191
Fairport	2	30			4	20	9	1	1	1			36	36	190
Fredonia	3	35	1		2	23	1						38	38	188
Freeport	3	80			11	58	12	2			1		80	80	188
Gouverneur	2	34		1	11	11	2	1				3	37	37	181
Green Island	4	161				4	9	9	2	4			18	18	183
Harrison	3	33	1		7	22	1	2	4	5	1		36	36	183
Hastings-on-Hudson	3	31		2	10	21	2	2	2	6	1		39	39	185
Haverstraw	1	26		1	3	12	12	1	1	1	1	1	26	26	176
Hempstead	11	64	1		29	42	5			13	12	66	185	66	185
Herkimer	3	64			12	41	5	11			3	66	180	66	180
Hoosick Falls	2	28		1	6	6	3	13			2	29	182	29	182
Hudson Falls	3	31		2	6	8	4	13			3	34	180	34	180
Ilion	4	55	1		6	41	2	3			4	59	189	59	189
Huntington	4	67	1	1	14	50	3	3	1	1	4	69	186	69	186

Johnson City.....	77	1	10	43	13	9	1	6	1	80	186
Kemmer.....	32	3	7	21	5	2	1	1	1	34	185
Launcester.....	32	3	4	25	5	2	1	1	1	32	187
Laurensburg.....	67	9	12	23	10	18	2	13	2	79	186
Lawrence.....	71	9	17	57	4	.....	5	4	11	78	185
Le Roy.....	35	3	9	29	.....	.....	.....	4	2	40	186
Lynchbrook.....	36	3	11	28	.....	.....	4	4	4	41	186
Malone.....	51	5	8	28	14	6	.....	7	5	58	185
Manaroneck.....	66	5	15	51	1	2	3	6	5	70	183
Massena.....	47	4	9	32	5	2	.....	3	5	49	189
Medina.....	38	5	9	26	2	1	1	7	6	43	190
Newark.....	42	7	7	32	1	1	.....	11	4	45	188
North Tarrytown.....	33	3	6	34	1	4	3	6	3	37	187
Nyack.....	43	3	9	39	.....	.....	.....	5	3	49	187
Ossining.....	58	5	12	37	2	10	2	6	3	64	187
Owego.....	27	3	9	10	3	6	.....	3	3	29	187
Patchogue.....	41	4	8	38	3	.....	4	4	3	54	188
Preckskill, district 7.....	39	4	8	36	.....	2	2	2	4	46	186
Preckskill, district 8.....	32	1	6	22	.....	.....	.....	3	1	35	187
Pellam Manor.....	37	5	18	29	.....	1	1	3	3	31	189
Penn Yan.....	29	1	11	11	.....	2	1	4	4	31	190
Perry.....	30	5	7	22	.....	1	2	4	5	31	189
Port Chester.....	30	10	22	113	2	5	1	11	12	143	187
Port Washington.....	48	6	9	41	1	2	1	3	5	50	184
Rockville Center.....	44	5	16	29	2	.....	.....	5	1	47	184
Roslyn.....	44	1	5	34	.....	.....	.....	7	5	48	185
Saratoga Lake.....	40	4	11	19	.....	3	3	7	6	44	188
Saugerties.....	21	1	5	8	.....	.....	1	2	2	22	186
Scotia.....	40	5	11	29	4	1	1	3	4	48	189
Seneca Falls.....	37	1	8	19	3	5	.....	1	2	41	188
Solvay.....	62	8	16	41	3	5	2	10	9	74	184
Spring Valley.....	33	4	9	26	5	.....	2	5	4	39	186
Tarrytown.....	34	7	8	26	.....	.....	1	9	7	42	184
Trondereza.....	30	2	6	21	1	1	.....	1	1	31	185
Tupper Lake.....	32	1	6	17	9	5	.....	5	3	37	187
Walden.....	31	1	2	17	.....	.....	1	1	1	34	184
Waterford.....	23	2	3	12	9	4	2	3	2	31	186
Waverly.....	34	3	9	14	4	2	2	6	3	35	186
Wellsville.....	38	4	7	28	5	5	2	4	4	45	190
Whitehall.....	38	3	11	17	5	6	2	11	4	50	190
Total.....	2 838	240	589	1 828	224	211	79	353	264	3 070	186

TABLE 3 (continued)
Teachers in cities

CITIES	NUMBER OF LICENSED TEACHERS EMPLOYED FOR LEGAL TERM		Number of districts contracting	LICENSES HELD							NUMBER OF DIFFERENT TEACHERS EMPLOYED AT ANY TIME DURING THE YEAR		Number of days school was in session
	Health teachers (not included in preceding column)			State certificates	College graduate certificates	Normal diplomas	Training class or school certificates	Certificates issued by local authorities	Temporary licenses	Special certificates in- cluding physical training, drawing, music, kindergarten, health teachers, etc.	Males	Females	
	Males	Females											
Albany.....	49	423½	10	1	78	51	102	131	9	75	51	459	189
Amsterdam.....	15	177	3	3	24	114	25	11	4	20	15	186	188
Auburn.....	17	198½	4	8	34	77	47	47	2	28	24	224	189
Batavia.....	5	88½	1	2	21	77	..	2	2	9	6	107	189
Beacon.....	3	52½	1	1	11	39	2	3	..	5	3	61	190
Beacon.....	23	129½	8	19	63	231	46	46	25	46	23	453	186
Binghamton.....	319	2,965	8	49	154	1,363	325	568	..	157	310	2,276	189
Buffalo.....	63	44	1	3	15	21	8	3	4	8	7	55	192
Canandaigua.....	6	62½	1	1	5	15	22	29	3	4	10	71	181
Cohoes.....	64	342	1	1	9	27	..	3	3	5	9	35	189
Corning district 9.....	41	342	1	2	11	15	5	3	2	5	5	38	188
Corning district 13.....	5	33	1	..	14	58	5	1	..	6	15	72	180
Corland.....	6	69½	2	..	13	104	..	11	3	..	15	123	198
Dunkirk.....	15½	115	3	1	13	..	..	10	6	26	36	210	191
Elmira.....	26½	217	3	10	61	81	61	10	6	..	8	71	186
Fulton.....	6	68½	1	1	17	54	8	8	..	4	6	83	191
Geneva.....	6	77	1	1	15	54	8	8	..	7	8	52	185
Glen Cove.....	21	47	1	1	11	32	1	2	1	1	3	66	188
Glen Cove.....	61	41	1	1	10	49	..	2	..	8	4	135	188
Glovers Falls.....	8	122½	2	1	25	99	5	2	3	10	7	101	186
Gloversville.....	88	88	1	1	26	60	5	2	3	11	7	101	186
Hornell.....	5	59	1	8	15	33	2	5	..	8	5	66	191
Hudson.....	4	107½	1	1	33	33	4	9	6	15	9	120	192
Ilwaco.....	8½	244	1½	3	25	67	4	4	..	20	17	254	189
Itasca.....	16½	244	2	4	24	118	59	40	3	3	5	72	190
Jamesstown.....	4	65½	1	9	13	46	8	8	3	4	23	117	189
Johnstown.....	20	167½	1	9	25	60	6	5	1	14	12	73	189
Kingston.....	11	68½	1	7	10	60	6	6	3	3	19	62	189
Lackawanna.....	7	57	1	4	42	42	1	6	3	9	17	136	189
Little Falls.....	13	117	1	7	18	75	21	13	3	14	17	136	189
Lockport.....	14	9	1	6	4	..	..	..	1	..	2	10	180

Mechanicville.....	5	744	1	.....	10	55	8	6	1	12	5	87	186
Middleton.....	6	781	1	.....	18	50	1	11	3	5	6	83	187
Mount Vernon.....	32	2,654	5	6	49	128	3	22	10	101	33	86	189
New Rochelle.....	29	2,351	3	3	54	156	3	10	26	40	31	261	181
New York.....	3,380 ¹	23,001	.....	.....	.....	.....	.....	28	.....	.....	3,718	25,009	137
Newburgh.....	17	1,504	.....	.....	.....	.....	.....	.....	.....	.....	.....	18	186
Niagara Falls.....	283	2,801	3	9	43	203	21	31	3	31	31	312	190
North Tonawanda.....	10	72	1	5	15	55	3	7	1	9	5	78	192
Norwich.....	3	524	1	.....	12	16	17	7	3	9	5	57	183
Oakland.....	4	654	.....	.....	12	41	9	4	1	7	4	69	185
Oaklandburg.....	154	1,274	1	2	26	99	9	4	1	12	16	137	189
Olean.....	3	54	1	.....	15	34	5	9	.....	6	5	66	186
Oneonta.....	4	54	.....	8	9	37	.....	4	1	5	4	60	187
Oswego.....	7	57	1	1	13	91	.....	2	1	4	8	107	191
Plattsburg.....	5	413	1	3	8	31	3	3	.....	5	5	45	188
Port Jervis.....	6	594	14	1	14	41	3	12	2	3	6	72	186
Poughkeepsie.....	22	1,654	1	11	45	94	14	16	11	20	25	186	188
Rensselaer.....	4	59	1	1	33	33	12	12	.....	3	5	65	188
Rochester.....	258	1,5094	1	56	244	635	589	78	61	298	271	1,660	188
Rome.....	12	1,224	1	1	17	109	9	5	4	7	13	139	188
Salamanca.....	5	404	.....	.....	10	20	10	11	.....	6	6	52	189
Saratoga Springs.....	4	71	1	.....	19	46	1	13	3	12	5	89	186
Schenectady.....	45	528 ¹	13	5	59	305	124	40	11	58	48	554	190
Schenectady.....	101	677 ¹	10 ¹	22	143	174	351	70	17	68	104	741	180
Syracuse.....	4	474	.....	.....	8	43	2	1	.....	5	4	55	191
Tonawanda.....	263	214	3	2	38	21	105	73	3	23	29	236	184
Troy.....	38	485	5	18	55	315	71	20	1	45	38	487	190
Union.....	182	182	2	1	30	70	69	23	.....	13	4	202	187
Watervliet.....	24	661	1	1	16	3	34	17	.....	3	3	68	186
White Plains.....	23	1,634	1	1	32	131	.....	17	.....	19	26	176	188
Yonkers.....	71	661	4	2	70	391	106	23	5	88	75	610	190
Total cities.....	4,795 ¹	35,182	1114	302	1,869	6,662	2,411	30,298	276	1,431	5,246	38,003	188
Total villages.....	210	2,838	284	50	589	1,828	224	211	79	353	204	3,070	186
Total, towns.....	2,010	15,165 ¹	374	308	2,037	4,332	5,419	5,297	543	530	2,097	16,339	184
a Total, State.....	7,045 ¹	53,185 ¹	1,774	575	4,465	12,822	8,054	35,776	898	2,314	7,607	57,412	184
SPECIAL SCHOOLS													
Hunter Coll. (h.a. dept.), N. Y.....	.....	81	.....	.....	51	.....	.....	.....	.....	.....	.....	84	171
Milne H. S. (dept of N. Y. State Coll. for Teachers), Albany.....	1	5	.....	.....	6	.....	.....	.....	.....	.....	1	5	175
N. Y. Inst. for the Education of the Blind.....	14	14	.....	.....	2	.....	.....	.....	.....	.....	8	14	179
N. Y. State Sch. for the Blind, Batavia.....	4 ¹	15	.....	.....	1	6	.....	.....	.....	.....	5	15	192
Townsend Harris Hall (prep. dept., Coll. of City of N. Y.).....	51 ¹	.....	.....	.....	.....	.....	.....	.....	.....	.....	58	.....	183
Total, special schools.....	67	118	.....	.....	63	6	.....	.....	.....	13	72	118	180

a Excluding Americanization teachers, teachers employed in part-time or continuation schools and in training classes or schools

TABLE 4
Registration and attendance of pupils in counties, excluding cities and villages under superintendents

COUNTIES	NUMBER OF CHILDREN OVER 5 AND UNDER 18 YEARS OF AGE RESIDING IN SCHOOL DISTRICT ON AUGUST 30, 1922			NUMBER OF PUPILS UNDER 5 YEARS OF AGE REGISTERED DURING THE YEAR			NUMBER OF PUPILS UNDER 5 AND UNDER 18 YEARS OF AGE REGISTERED DURING THE YEAR			NUMBER OF PUPILS OVER 18 YEARS OF AGE REGISTERED DURING THE YEAR		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Albany	3,290	3,179	6,469	16	19	35	2,907	1,785	5,692	9	3	12
Albany	3,575	3,486	7,061	20	21	41	3,731	3,672	7,403	56	91	147
Broome	3,256	3,060	6,316	32	23	55	3,227	3,631	6,858	12	12	24
Cattaraugus	4,979	4,818	9,797	36	44	80	4,851	4,805	9,656	73	45	118
Cayuga	2,914	2,762	5,676	9	17	26	2,836	2,780	5,616	20	16	36
Chemung	2,310	2,238	4,548	11	16	27	2,286	2,234	4,520	92	77	169
Chemung	2,358	2,278	4,636	5	5	10	2,350	2,234	4,584	21	19	40
Chemung	2,777	2,801	5,578	3	9	12	2,769	2,831	5,600	33	46	79
Clinton	2,117	2,090	4,207	12	14	26	2,094	2,065	4,159	23	47	70
Columbia	3,119	2,813	5,932	5	4	9	3,022	2,679	5,701	14	10	24
Cortland	1,634	1,387	3,021	11	9	20	1,880	1,694	3,574	27	18	45
Delaware	4,112	4,175	8,287	11	13	24	4,744	4,803	9,547	91	102	193
Dutchess	4,218	4,175	8,393	11	18	29	4,276	4,156	8,432	18	29	47
Essex	10,773	10,246	21,019	37	37	74	8,570	8,013	16,583	100	111	211
Franklin	3,114	2,897	6,011	6	14	20	2,929	2,827	5,756	54	55	109
Fulton	3,294	3,041	6,335	14	12	26	3,094	2,929	6,023	29	34	63
Genesee	1,378	1,365	2,743	16	14	30	1,385	1,354	2,739	5	3	8
Hamilton	2,412	2,290	4,702	8	4	12	2,293	2,162	4,455	13	20	33
Greene	2,287	2,276	4,563	1	4	5	2,305	2,315	4,620	6	17	23
Hamilton	440	413	853	1	4	5	411	369	780	6	1	7
Herkimer	3,089	3,162	6,251	31	32	63	3,123	3,121	6,244	22	31	53
Jefferson	5,086	4,917	10,003	12	13	25	5,341	5,096	10,437	56	64	120
Lewis	2,739	2,549	5,288	13	14	27	2,737	2,612	5,349	25	30	55
Livingston	3,304	3,307	6,611	23	22	45	3,221	2,931	6,152	39	40	79
Madison	3,312	3,286	6,598	8	11	19	3,062	3,208	6,270	61	73	134
Monroe	5,407	5,811	11,218	31	21	52	5,435	5,172	10,607	38	37	75
Montgomery	2,277	2,223	4,500	9	8	17	2,435	2,388	4,823	8	11	19
Nassau	3,890	3,323	7,213	136	130	266	10,193	8,716	18,909	36	36	72
Niagara	2,893	2,564	5,457	6	9	15	3,788	3,622	7,410	10	24	34
Ontario	6,199	7,116	13,315	13	39	52	6,779	6,642	13,421	74	49	123
Ontario	6,778	6,581	13,359	42	57	99	6,948	6,663	13,611	68	61	129
Ontario	3,300	3,167	6,467	6	7	13	3,431	3,126	6,557	32	30	62

Orange	6 126	6 073	12 199	5	7	12	5 712	5 695	11 437	26	45	71
Orleans	2 171	2 053	4 224	2	3	5	2 029	1 950	3 979	8	6	14
Oswego	3 873	3 710	7 583	21	21	42	4 065	3 872	7 937	35	35	80
Otsego	3 559	3 255	6 814	4	11	15	6 677	3 536	10 213	45	55	100
Putnam	1 120	1 082	2 202	5	8	13	1 188	1 162	2 350	5	16	21
Rensselaer	2 410	2 336	5 175	20	18	38	2 429	2 220	4 649	3	3	6
Rockland	3 258	3 359	6 617	18	23	41	2 051	2 075	5 926	12	12	24
St. Lawrence	3 969	3 860	11 829	21	15	36	6 121	2 096	12 217	70	78	148
Saratoga	3 477	3 263	6 740	16	19	35	3 320	3 107	6 427	11	13	24
Schenectady	2 186	2 018	4 204	9	6	13	2 098	1 963	4 061	9	6	15
Schoharie	2 070	1 949	4 019	12	20	32	2 183	2 003	4 186	12	28	40
Schuyler	1 455	1 347	2 802	5	9	14	1 121	1 129	2 732	27	14	41
Seneca	1 657	1 572	3 229	22	27	49	1 503	1 429	2 932	10	22	32
Suffolk	4 880	4 646	9 526	39	34	73	4 940	4 623	9 563	65	56	121
Sutton	9 936	9 946	19 882	71	48	119	9 566	9 368	18 934	81	86	167
Sullivan	4 870	4 456	9 326	5	11	16	5 074	4 619	9 693	38	50	88
Tioga	1 778	1 670	3 448	5	1	6	1 631	1 572	3 206	16	16	32
Township	2 081	1 872	3 953	1	2	3	2 088	2 019	4 107	35	29	61
Ulster	4 802	4 839	9 641	13	23	36	5 028	4 952	9 980	20	36	56
Warren	1 926	1 853	3 780	10	17	21	1 690	1 521	3 181	14	29	43
Washington	3 575	3 510	7 094	18	17	35	3 396	3 354	6 750	42	47	89
Wayne	4 612	4 505	9 117	24	28	52	4 854	4 663	9 517	66	62	128
Westchester	8 972	8 672	17 644	80	80	166	7 887	7 658	15 545	29	43	73
Wyoming	2 833	2 767	5 767	27	21	31	2 725	2 692	5 417	50	53	80
Yates	1 245	1 218	2 463	2	7	9	1 179	1 154	2 333	7	13	20
Total	219 093	211 345	430 438	1 111	1 133	2 244	215 649	204 190	419 839	1 895	2 101	3 999

TABLE 4 (continued)
Registration and attendance of pupils in counties, excluding cities and villages under superintendents

COUNTIES	NUMBER OF PUPILS PREVIOUSLY REGISTERED IN OTHER PUBLIC SCHOOLS OF THIS STATE THIS YEAR (DUPLICATES)			AGGREGATE NUMBER OF DAYS' ATTENDANCE OF ALL PUPILS UNDER 5 YEARS OF AGE			AGGREGATE NUMBER OF DAYS' ATTENDANCE OF ALL PUPILS BETWEEN 5 AND 15 YEARS OF AGE			AGGREGATE DAYS' ATTENDANCE OF ALL PUPILS OVER 15 YEARS OF AGE		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Albany.....	221	178	402	860	847	1 707	379 707	370 691	750 398	1 016	424	1 440
Albany.....	108	381	792	1 126	2 193	3 319	486 006	485 214	971 220	6 733	13 187	19 920
Broome.....	432	400	832	575	1 053	1 628	353 617	365 613	719 230	1 940	2 419	4 359
Cattaraugus.....	474	450	924	3 787	3 712	7 499	653 605	651 894	1 305 499	10 338	5 991	16 329
Cayuga.....	279	299	578	486	1 027	1 513	380 083	355 053	735 036	2 970	2 452	5 422
Chautauque.....	528	528	1 056	2 703	1 880	4 583	840 253	830 124	1 670 377	12 645	13 051	25 696
Chemung.....	217	216	433	314	235	549	308 599	309 402	618 001	2 672	2 296	4 968
Chemung.....	357	314	671	350	818	1 168	386 743	382 036	768 779	3 534	6 298	9 832
Clinton.....	340	313	653	707	319	1 026	437 257	451 211	908 468	2 318	5 971	8 014
Columbia.....	251	196	447	274	369	643	407 550	314 639	722 189	2 314	1 170	3 488
Cortland.....	230	185	415	369	257	626	255 006	226 396	481 402	2 804	2 695	5 499
Delaware.....	389	504	1 074	1 908	3 085	4 993	318 908	533 477	1 052 315	4 156	5 386	9 522
Dutchess.....	389	366	755	1 908	3 085	4 993	318 908	533 477	1 052 315	4 156	5 386	9 522
Essex.....	189	612	801	612	779	1 391	404 743	376 347	781 092	6 176	6 223	12 399
Franklin.....	316	307	623	427	629	1 056	389 002	361 281	750 283	3 181	4 099	7 280
Fulton.....	177	151	328	276	686	1 171	166 980	160 348	327 328	601	1 010	1 611
Genesee.....	261	210	471	276	6	282	302 656	283 766	586 422	1 708	2 753	4 461
Greene.....	246	268	514	23	307	330	39 833	293 111	602 145	618	2 236	2 854
Hamilton.....	10	22	32	.....	.....	.....	59 833	52 171	112 004	282	178	460
Herkimer.....	365	313	708	2 514	2 614	5 128	482 801	414 594	897 395	3 154	3 911	7 065
Jefferson.....	665	590	1 255	992	898	1 890	688 432	676 949	1 365 381	7 701	9 160	16 821
Lewis.....	239	235	474	311	772	1 083	339 084	345 461	684 545	4 071	4 431	8 505
Livingston.....	269	251	520	2 419	1 328	3 747	100 730	397 010	797 740	31 923	39 274	71 197
Madison.....	325	302	627	739	506	1 245	477 847	462 677	940 524	8 003	10 762	18 765
Monroe.....	549	517	1 066	2 566	1 972	4 538	667 902	637 691	1 305 593	4 550	5 211	9 761
Montgomery.....	393	181	574	535	381	916	341 090	329 643	670 733	874	2 283	3 157
Nassau.....	917	818	1 735	9 132	9 017	18 149	310 183	1 216 736	2 526 919	3 451	2 623	6 074
Niagara.....	366	347	713	295	570	865	498 699	491 022	989 721	1 512	3 761	5 266
Oneida.....	586	530	1 116	3 908	3 998	7 906	940 280	921 858	1 862 138	9 618	7 257	16 875
Ontario.....	501	458	959	4 272	5 821	10 093	961 121	857 761	1 818 882	8 524	9 049	17 573
Ontario.....	317	309	626	608	612	1 220	420 672	413 458	834 130	3 693	3 801	7 494

Orange.....	479	459	938	411	406	907	761 453	751 535	1 515 988	3 860	6 617	10 477
Orleans.....	236	242	478	41	133	194	264 867	233 694	318 521	1 018	944	1 962
Oswego.....	428	382	814	933	377	1 310	514 775	490 271	1 005 016	5 235	5 806	11 041
Owego.....	408	378	786	183	454	637	480 914	579 775	1 030 719	5 406	8 294	14 200
Pittman.....	94	80	180	609	1 147	1 756	154 977	154 670	309 647	826	2 275	3 101
Rensselaer.....	240	201	431	1 500	971	2 471	315 087	289 006	604 083	351	1 380	731
Rockland.....	187	185	372	1 716	2 280	3 996	416 690	414 192	830 812	2 015	1 631	3 676
St Lawrence.....	640	645	1 255	1 552	1 199	2 731	780 000	708 672	1 548 672	9 733	9 787	19 540
Saratoga.....	302	283	585	631	1 187	1 818	439 372	413 177	832 549	1 512	1 692	3 204
Schenectady.....	158	185	343	559	275	814	278 149	278 960	537 109	1 137	624	1 781
Schoharie.....	236	213	449	551	625	1 179	272 266	255 460	527 686	2 492	3 495	5 987
Schoharie.....	143	136	279	565	474	1 039	191 120	181 593	372 713	4 034	2 078	6 112
Seneca.....	146	116	262	1 235	1 911	3 146	201 690	193 823	395 522	1 290	3 532	4 732
Steuben.....	502	445	917	2 779	1 473	4 232	631 920	502 942	1 227 832	9 554	9 598	19 152
Suffolk.....	713	678	1 371	6 798	1 629	11 418	1 311 066	1 328 443	2 659 509	10 551	12 079	22 630
Sullivan.....	559	480	1 039	232	575	807	606 463	577 541	1 184 004	5 084	7 445	12 499
Tioga.....	171	162	333	248	36	244	213 089	201 248	411 337	1 868	2 001	3 869
Tompkins.....	230	253	483	159	52	211	268 704	232 143	500 847	3 329	3 411	6 740
Ulster.....	424	380	810	698	1 104	1 772	639 064	627 083	1 266 150	2 216	5 145	7 391
Warren.....	162	143	305	406	513	919	200 513	189 622	390 185	1 672	3 417	5 109
Washington.....	279	247	526	1 423	1 308	2 733	465 278	471 616	910 921	5 262	6 901	12 103
Wayne.....	517	508	1 025	1 631	1 984	3 635	662 739	634 735	1 297 490	9 385	9 697	18 482
Westchester.....	461	481	912	8 439	7 430	15 929	1 110 126	1 067 060	2 177 186	3 373	5 267	8 640
Wyoming.....	253	224	477	3 125	2 421	5 549	363 114	373 499	736 613	5 169	7 631	12 800
Yates.....	124	120	244	210	477	717	151 143	117 397	238 540	597	2 192	2 789
Total.....	20 078	18 613	38 721	87 539	83 361	168 903	23 075 970	27 188 283	55 263 953	274 991	328 914	603 905

TABLE 4 (continued)
Registration and attendance of pupils in counties, excluding cities and villages under superintendents

COUNTIES	AVERAGE DAILY ATTENDANCE OF PUPILS UNDER 5 YEARS OF AGE			AVERAGE DAILY ATTENDANCE OF PUPILS BETWEEN 5 AND 15 YEARS OF AGE			AVERAGE DAILY ATTENDANCE OF PUPILS OVER 15 YEARS OF AGE			NUMBER OF PUPILS COMPLETING THE 8TH GRADE		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Albany	6	5	11	2 133	2 078	4 211	5	2	7	86	117	203
Allegany	29	31	60	2 722	2 717	5 439	37	70	107	183	209	392
Broome	2	6	8	2 201	2 006	4 207	12	13	25	99	110	209
Cattaraugus	19	18	37	3 547	3 573	7 120	52	32	84	111	161	302
Cayuga	3	8	11	2 114	1 963	4 077	16	13	29	101	125	226
Chautauque	13	10	23	4 633	4 578	9 211	50	44	94	308	392	700
Chemung	1	1	2	1 682	1 678	3 360	14	12	26	48	99	180
Chemung	1	1	2	2 184	2 136	4 320	16	32	48	165	143	308
Clinton	5	5	10	1 835	1 706	3 541	15	29	44	86	101	190
Columbia	3	1	4	2 223	1 877	4 100	13	6	19	103	145	248
Cortland	4	2	6	1 103	1 214	2 317	13	15	28	82	97	179
Delaware	235	259	494	3 431	3 431	6 862	67	88	155	163	226	389
Dutchess	4	5	9	2 940	2 987	5 927	17	26	43	147	192	339
Dutchess	285	215	530	7 191	6 694	13 885	61	71	132	369	398	767
Essex	3	4	7	2 183	2 029	4 212	16	13	29	109	118	227
Franklin	1	5	6	947	808	1 755	3	1	4	46	53	99
Fullton	4	2	6	1 647	1 548	3 195	9	15	24	85	92	177
Genesee	2	3	5	1 737	1 627	3 364	3	12	15	82	91	173
Greene	3	3	6	317	279	596	2	1	3	17	26	43
Hamilton	13	11	24	2 211	2 226	4 437	21	21	42	121	141	265
Herkimer	7	9	16	3 735	3 732	7 467	43	49	92	272	305	577
Jefferson	2	2	4	1 931	1 932	3 863	31	23	54	97	111	208
Lewis	30	37	67	2 180	2 162	4 342	31	33	64	149	155	304
Livingston	5	4	9	2 652	2 530	5 182	48	61	109	169	216	385
Madison	13	7	20	3 667	3 506	7 173	19	25	44	223	247	470
Monroe	6	1	7	1 848	1 786	3 634	5	13	18	49	85	134
Montgomery	49	48	97	6 996	6 561	13 557	18	15	33	99	85	184
Nassau	3	141	144	2 729	2 669	5 398	17	20	37	102	131	231
Niagara	21	19	40	5 167	5 078	10 245	56	42	98	239	276	515
Oswego	17	45	62	5 335	5 088	10 423	69	49	118	280	288	568
Orangetown	4	4	8	2 284	2 284	4 568	12	15	27	139	165	324
Ontario	1	1	2	4 159	4 111	8 270	21	33	54	221	247	468
Orange	1	1	2	1 459	1 411	2 869	5	5	10	85	86	171
Orleans	1	1	2	1 459	1 410	2 869	5	5	10	85	86	171

Oswego	7	5	12	2 811	2 749	5 593	28	32	60	195	198	393
Putnam	131	5	139	2 653	2 614	5 267	202	39	241	115	196	341
Rensselaer	3	5	8	821	850	1 674	5	13	18	40	56	96
Rockland	8	4	12	1 769	2 245	3 385	2	2	4	86	96	181
St. Lawrence	7	7	14	2 288	2 245	4 533	12	8	20	151	135	286
Saratoga	6	6	13	4 395	4 355	8 750	144	161	305	214	248	462
Schoharie	5	6	11	2 420	2 286	4 706	8	5	13	130	122	252
Schoenady	5	2	7	1 690	1 456	3 056	6	3	9	46	36	82
Schoharie	2	1	3	1 535	1 410	2 975	11	19	33	80	118	198
Schoharie	3	3	6	1 096	1 006	2 072	22	11	33	85	75	160
Schoharie	6	10	16	1 109	1 081	2 190	6	18	24	83	81	164
Seneca	14	9	23	2 644	3 469	7 113	32	35	67	198	199	397
Suffolk	36	26	62	2 363	7 260	14 623	57	65	122	409	471	883
Sullivan	1	3	5	3 401	3 219	6 620	28	41	69	225	291	516
Toga	2	.....	2	1 181	1 097	2 278	9	11	20	67	65	132
Tompkins	1	.....	1	1 505	1 462	2 967	19	17	36	66	82	148
Ulster	844	752	1 596	2 696	2 723	5 419	11	27	38	119	158	307
Warren	1	3	4	1 116	1 056	2 172	8	19	27	61	68	132
Washington	10	7	17	2 579	2 610	5 189	29	37	64	157	193	350
Wayne	21	92	113	3 645	3 508	7 153	51	49	100	195	226	421
Westchester	47	41	88	6 078	5 798	11 876	34	50	81	329	378	707
Wyoming	426	498	924	6 406	6 638	13 044	28	39	67	125	147	272
Yates	1	3	4	802	820	1 682	3	12	15	31	59	93
Total	2 383	2 436	4 819	155 741	153 963	312 404	1 584	1 655	3 239	8 489	9 659	18 118

TABLE 4 (continued)
Registration and attendance of pupils in villages under superintendents

VILLAGES UNDER SUPERINTENDENTS	NUMBER OF PUPILS PREVIOUSLY REGISTERED IN OTHER PUBLIC SCHOOLS OF THIS STATE THIS YEAR (DUPLICATES)			AGGREGATE NUMBER OF DAYS ATTENDANCE OF ALL PUPILS UNDER 5 YEARS OF AGE			AGGREGATE NUMBER OF DAYS ATTENDANCE OF ALL PUPILS BETWEEN 5 AND 18 YEARS OF AGE			ATTENDANCE OVER 18 YEARS OF AGE		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Albion	14	10	24	1 217	1 160	2 377	91 300	86 631	177 931	2 901	2 699	5 600
Baldwin	65	67	132				80 041	85 081	174 122	217	346	563
Ballsblown Spa	21	29	50				67 222	69 549	134 771	1 304	709	2 013
Bath	26	27	53				54 002	64 045	118 047	3 002	2 361	5 363
Bay Shore	42	42	84				88 858	84 159	173 017	1 231	718	1 949
Carthage	36	38	74				53 810	55 758	109 568	2 121	2 758	4 879
Catskill	46	44	90	1 492	1 486	2 978	63 876	63 104	126 980	1 116	1 221	2 337
Danville	22	15	37	2 302	1 309	3 611	51 806	52 439	104 245	2 322	2 085	4 407
Dewey	10	20	30	384	333	717	60 102	59 327	119 429	625		625
East Rochester	17	12	29	1 815	2 283	4 098	99 025	98 235	197 260	1 347	1 357	2 704
East Syracuse	35	33	68				83 056	93 727	176 783	429	231	660
Endicott	101	122	223				288 373	360 155	648 528	5 175	4 833	10 008
Farport	33	27	60				74 769	74 418	149 187	552	788	1 340
Frankfort	21	25	46				49 534	93 199	142 733	936	1 056	1 992
Fredonia	47	37	84	1 083	1 435	2 518	87 786	83 582	171 368	510	81	591
Freeport	112	120	232				189 110	189 276	378 386	2 100	2 311	4 411
Genevieve	37	33	70				75 612	83 325	158 935	3 702	3 066	6 768
Green Island	19	16	35	819	845	1 664	40 439	44 124	84 563			67
Harrison	27	23	50				78 151	78 320	156 471	535	352	887
Hastings-on-Hudson	24	17	41	655	1 019	1 674	87 450	81 060	171 510	967	1 639	2 626
Haverstraw	34	24	58				83 830	74 963	158 793	1 801	2 932	4 733
Hempstead	127	161	288	2 861	3 018	5 879	198 267	198 685	396 952	2 737	1 343	4 080
Herkimer	49	51	100	326	141	470	155 129	102 637	257 766	942	1 066	2 008
Hosack Falls	10	17	27				44 316	62 268	106 584	1 175	2 312	3 487
Hudson Falls	25	30	55	493	595	1 088	72 229	80 688	152 917	81	741	828
Huntington	56	51	107	65	43	108	141 898	151 191	293 089	2 980	1 964	4 944
Ilion	42	52	94	3 086	2 431	5 517	167 965	146 855	294 820	492	394	1 086
Johnson City	83	87	170				166 530	153 969	320 499	1 503	961	2 464
Kemore	32	40	72	5 498	4 527	10 025	78 711	70 053	157 764	308	354	662
Laurens	30	30	60	433	3 394	3 825	66 336	64 676	131 012	3 863	3 486	7 349
Laurensburg	20	27	47	2 431	3 369	5 800	147 451	151 485	298 936	1 269	619	1 888
Lawrence	58	68	126	2 396	3 369	5 765	190 369	193 641	384 010			

Le Roy	9	21	30	.....	1 310	3 959	71 006	73 607	144 673	1 172	1 756	2 928
Lynchbrook	45	35	80	.....	.....	.....	100 463	104 388	213 851	739	907	1 646
Malone	33	61	94	.....	.....	.....	115 482	126 353	281 835	4 201	5 097	3 298
Manaroneck	45	60	105	1 280	812	2 092	137 245	133 113	144 141	2 276	487	2 763
Masseia	76	73	150	1 427	1 002	1 429	136 779	133 113	263 892	2 078	3 020	3 098
Medina	33	66	141	1 237	1 417	2 654	72 645	81 561	154 206	1 151	1 329	2 680
Newark	50	53	103	1 398	1 318	2 716	102 191	113 426	218 617	1 379	917	2 296
North Tarrytown	40	40	80	.....	.....	.....	102 524	96 016	198 540	.....	.....	.....
Nyack	22	41	41	1 519	1 483	3 002	102 524	104 566	213 918	1 389	784	2 164
Oosting	62	49	111	.....	.....	.....	102 114	104 566	213 918	2 144	1 162	3 306
Owego	53	43	96	1 568	1 062	2 630	104 588	66 394	163 393	2 144	2 438	4 119
Patchogue	63	52	115	280	306	586	140 035	144 240	284 275	1 681	761	1 802
Peekskill, district 7	46	58	104	.....	.....	.....	122 315	109 655	231 970	3 313	727	4 040
Peekskill, district 8	26	21	47	667	1 287	1 954	101 631	96 975	198 606	880	712	1 592
Pelham Manor	53	58	111	544	251	795	103 196	83 966	187 162	410	335	745
Penn Yan	24	34	58	.....	.....	.....	71 839	79 586	151 425	4 332	2 915	7 247
Perry	22	12	34	.....	.....	.....	82 591	81 381	163 972	1 780	875	2 635
Port Chester	55	41	97	.....	139	139	327 487	346 953	694 440	2 913	2 700	5 613
Port Washington	35	30	65	491	834	1 345	123 455	121 207	244 662	484	1 578	2 062
Rockville Center	45	60	105	3 813	4 043	7 864	101 072	100 829	201 901	481	480	961
Roslyn	44	29	73	3 599	4 065	7 664	86 167	87 637	173 744	.....	.....	443
Saratoga Lake	51	42	99	.....	.....	.....	80 928	81 617	162 575	1 976	2 145	4 121
Saugerties	24	16	37	.....	.....	.....	47 763	53 853	101 556	1 877	3 133	5 010
Scotia	17	12	29	.....	.....	.....	101 161	95 008	196 169	2 130	2 543	4 673
Seneca Falls	63	35	63	.....	.....	.....	82 608	84 572	167 180	347	617	964
Solvay	28	35	57	3 384	1 562	4 946	136 454	133 626	265 080	677	619	1 296
Spring Valley	33	24	57	.....	.....	.....	99 516	106 122	205 658	1 512	1 650	3 162
Tarrytown	39	41	80	265	265	2 747	67 747	70 881	138 628	2 040	1 820	3 860
Ticonderoga	23	43	66	1 257	1 190	51	79 160	81 500	160 660	.....	.....	.....
Tupper Lake	15	43	78	.....	.....	.....	71 950	78 731	153 681	354	687	991
Walden	39	35	65	.....	.....	.....	71 440	72 508	143 948	882	654	1 536
Waterford	30	35	65	.....	.....	.....	61 566	69 750	131 316	360	656	1 116
Waverly	21	12	33	918	931	1 849	85 065	81 700	166 765	2 211	3 082	5 323
Wesleyville	19	16	35	.....	.....	.....	75 881	81 710	160 541	3 802	4 882	8 681
Whitehall	16	10	26	.....	.....	.....	96 254	95 345	194 789	2 274	2 571	4 845
Whitehall	22	21	46	.....	.....	.....	96 254	95 345	194 789	2 274	2 571	4 845
Total	2 650	2 685	5 335	53 173	51 755	104 928	6 993 513	7 025 946	14 019 459	163 688	99 862	203 530

TABLE 4 (continued)
Registration and attendance of pupils in villages under superintendents

VILLAGES UNDER SUPERINTENDENTS	AVERAGE DAILY ATTENDANCE OF PUPILS UNDER 5 YEARS OF AGE			AVERAGE DAILY ATTENDANCE OF PUPILS BETWEEN 5 AND 15 YEARS OF AGE			AVERAGE DAILY ATTENDANCE OF PUPILS OVER 15 YEARS OF AGE			NUMBER OF PUPILS COMPLETING THE 8th GRADE		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Albion.....	7	.....	.....	475	451	926	15	14	29	34	41	75
Baldwin.....	7	6	13	481	460	941	1	2	3	26	28	54
Ballsblow Spa.....	.....	.....	.....	358	360	698	1	4	5	18	30	48
Bath.....	.....	.....	.....	309	365	675	16	13	29	16	19	35
Bay Shore.....	.....	.....	.....	473	417	920	1	4	5	7	11	18
Carlsburg.....	8	8	16	291	302	593	12	17	29	17	21	38
Catskill.....	13	7	20	332	334	666	13	7	20	14	21	35
Danville.....	2	2	4	283	287	570	13	8	21	16	28	44
Deerpaw.....	.....	.....	.....	325	311	636	3	.....	3	14	15	29
East Rochester.....	10	13	23	536	528	1 064	7	7	14	31	40	71
East Syracuse.....	.....	.....	.....	459	518	977	3	1	4	27	40	67
Endicott.....	.....	.....	.....	1 536	1 598	3 134	28	26	54	64	118	182
Fairport.....	.....	.....	.....	391	390	781	3	4	7	24	28	52
Frankfort.....	.....	.....	.....	493	491	984	3	3	6	36	32	68
Fredonia.....	6	8	14	467	415	912	11	12	23	61	77	138
Frederick.....	.....	.....	.....	1 022	1 023	2 045	20	16	36	27	39	66
Gouverneur.....	.....	.....	.....	411	453	864	.....	.....	.....	15	21	36
Green Island.....	4	5	9	221	211	462	.....	.....	.....	24	28	52
Harrison.....	.....	.....	.....	427	428	855	3	3	6	21	35	56
Hastings-on-Hudson.....	4	5	9	473	451	927	5	9	14	21	24	45
Haverstraw.....	15	16	31	471	413	941	10	15	25	60	65	125
Hempstead.....	2	1	3	1 071	1 073	2 144	14	15	29	35	55	90
Herkimer.....	.....	.....	.....	820	856	1 676	5	9	14	17	23	40
Hosack Falls.....	3	3	6	353	312	695	6	6	12	39	50	89
Hudson Falls.....	.....	.....	.....	380	421	804	.....	.....	.....	47	84	131
Ilion.....	17	13	30	762	813	1 575	16	11	27	32	31	63
Johnson City.....	.....	.....	.....	794	788	1 582	.....	.....	.....	47	46	93
Kenmore.....	29	21	50	895	828	1 723	8	2	10	23	19	42
Laurelton.....	2	5	7	419	421	840	3	2	5	22	28	50
Lansburg.....	15	18	33	354	316	700	21	19	40	54	57	111
Lawrence.....	16	18	34	735	815	1 608	7	7	14	67	58	125
Le Roy.....	.....	.....	.....	1 030	1 017	2 047	6	8	14	34	27	61

	14	7	21	589	561	1 150	4	5	9	46	35	81
Ipswich	787	737	1 524	28	23	51	36	40	81
Nahone	859	788	1 647	13	16	27	53	50	76
Namuronek	692	704	1 396	11	13	27	23	27	103
Nassena	385	433	818	6	8	14	17	15	50
Medina	538	602	1 140	7	5	12	24	38	32
Newark	551	516	1 067	.....	.....	.....	47	40	60
North Tarrytown	555	559	1 144	.....	.....	.....	31	32	87
Nyack	806	874	1 740	.....	.....	.....	31	32	86
Ossining	315	355	700	.....	.....	.....	27	30	134
Patchogue	741	766	1 510	.....	.....	.....	47	50	57
Peekskill, district 7	658	590	1 248	.....	.....	.....	37	37	117
Peekskill, district 8	571	519	1 093	.....	.....	.....	26	34	63
Pelham Manor	373	406	1 039	.....	.....	.....	35	34	69
Penn Yan	379	421	800	.....	.....	.....	28	44	72
Perry	437	430	867	.....	.....	.....	12	21	36
Port Chester	1 888	1 894	3 782	.....	.....	.....	27	24	51
Port Washington	672	659	1 331	.....	.....	.....	30	31	227
Rockville Center	550	548	1 098	.....	.....	.....	19	31	50
Roslyn	466	474	940	.....	.....	.....	31	38	69
Saranac Lake	430	434	864	.....	.....	.....	21	23	44
Saugerties	256	294	530	.....	.....	.....	22	34	56
Scotia	526	503	1 039	.....	.....	.....	18	16	34
Seneca Falls	440	450	890	.....	.....	.....	38	43	81
Solvay	741	727	1 471	.....	.....	.....	40	58	98
Spring Valley	555	570	1 105	.....	.....	.....	51	60	111
Tarrytown	368	385	753	.....	.....	.....	30	27	57
Ticonderoga	428	446	868	.....	.....	.....	21	26	47
Tupper Lake	401	421	822	.....	.....	.....	35	21	56
Walden	388	394	782	.....	.....	.....	18	39	51
Watford	331	375	706	.....	.....	.....	31	20	51
Waverly	437	439	896	.....	.....	.....	16	27	43
Wellsville	399	446	845	.....	.....	.....	17	22	49
Whitehall	501	524	1 025	.....	.....	.....	23	29	52
Total	285	280	565	37 589	37 777	75 366	558	533	1 091	2 138	2 588	4 726

New Rochelle.....	5 090	5 048	10 138	88	85	173	3 970	3 791	7 761	36	22	58
New York.....	683 219	681 125	1 364 344	1 346	1 380	2 726	508 884	488 391	991 275	1 799	802	2 601
Newburgh.....	2 718	2 628	5 376	.....	.....	.....	2 748	2 628	5 376	36	26	62
Niagara Falls.....	8 009	7 582	15 591	14	11	25	4 876	4 855	9 711	71	52	126
North Tonawanda.....	2 050	2 050	4 250	30	64	103	1 323	1 174	2 497	20	16	36
Norwich.....	985	828	1 813	.....	.....	.....	1 012	981	2 023	24	20	44
Odessa.....	1 650	1 650	3 300	.....	.....	.....	1 016	1 037	2 053	27	17	44
Ogdensburg.....	3 042	2 995	6 037	96	100	196	2 256	2 304	4 560	55	37	92
Olean.....	963	1 057	2 024	.....	.....	.....	709	826	1 535	41	23	67
Oneida.....	1 035	1 135	2 164	4	3	7	1 063	1 153	2 216	25	30	55
Ontario.....	1 029	1 035	2 064	.....	.....	.....	1 596	1 633	3 249	48	34	82
Oswego.....	2 798	2 681	5 482	18	11	29	647	715	1 362	37	29	66
Plattsburg.....	1 106	1 224	2 330	67	71	138	891	872	1 765	33	24	57
Port Jervis.....	965	1 110	2 075	.....	.....	.....	880	3 054	5 934	55	28	83
Poughkeepsie.....	3 210	3 335	6 545	.....	.....	.....	880	870	1 700	10	7	17
Rehoboth.....	1 109	1 128	2 237	32	25	57	880	21 062	44 151	181	290	771
Rochester.....	30 613	31 263	61 906	1 330	1 294	2 633	22 492	2 213	4 572	50	44	94
Rome.....	2 500	2 400	4 900	28	28	56	2 359	2 782	5 146	20	14	31
Saratoga.....	1 272	1 178	2 450	.....	.....	.....	1 160	1 089	2 219	20	27	47
Saratoga Springs.....	1 331	1 362	2 693	.....	.....	.....	8 757	8 793	17 550	132	93	225
Schenectady.....	11 143	10 932	22 075	223	237	160	13 637	13 094	26 751	377	237	614
Syracuse.....	13 657	13 094	26 751	179	207	386	991	957	1 948	17	8	25
Tonawanda.....	1 146	1 372	2 518	6	14	20	3 502	3 202	6 704	44	35	79
Troy.....	5 216	5 281	10 497	137	135	272	8 061	7 733	15 797	70	59	129
Utica.....	9 000	9 500	18 500	219	230	419	3 205	3 179	6 384	74	51	125
Watertown.....	3 390	3 378	6 768	79	92	171	1 137	1 117	2 274	11	6	17
Watervliet.....	2 200	2 170	4 370	30	29	59	2 355	2 355	4 710	51	37	88
White Plains.....	2 872	2 818	5 720	72	94	166	10 209	9 625	19 834	179	133	312
Yonkers.....	13 000	13 000	26 000	165	198	363	709 274	682 587	1 391 861	5 507	3 388	8 805
Total cities.....	990 638	957 351	1 917 089	6 345	6 185	12 830	46 280	46 346	92 626	701	1 485	3 999
Total villages.....	48 700	48 886	98 586	538	544	1 082	215 649	204 190	419 839	1 835	2 104	3 999
Total, towns.....	219 063	211 345	430 438	1 111	1 133	2 214	971 203	933 123	1 904 326	8 163	6 216	14 379
a Total, State.....	1 229 431	1 217 582	2 447 013	7 994	8 162	16 156	199	2 354	2 553	.....	21	21
SPECIAL SCHOOLS												
Hunter Coll. (h. s. dept.), N. Y.	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Milne H. S. (dept of N. Y. State Coll. for Teachers), Albany.....	.....	.....	.....	.....	.....	.....	69	136	205	2	.....	2
N. Y. Inst. for the Education of the Blind.....	.....	.....	.....	.....	.....	.....	71	42	113	.....	.....	.....
N. Y. State Sch. for the Blind, Batavia.....	.....	.....	.....	.....	.....	.....	76	56	132	25	.....	50
Townsend Harris Hall (prep. dept., Coll. of City of N. Y.).....	.....	.....	.....	.....	.....	.....	1 618	.....	1 618	30	.....	30
Total, special schools.....	.....	.....	.....	.....	.....	.....	2 033	2 588	4 621	57	46	103

a Excluding pupils in part-time and continuation schools, training classes and schools and evening schools.

TABLE 4 (continued)
Registration and attendance of pupils in cities

CITIES	NUMBER OF PUPILS PREVIOUSLY REGISTERED IN OTHER PUBLIC SCHOOLS OF THIS STATE THIS YEAR (DUPLICATES)			AGGREGATE NUMBER OF DAYS' ATTENDANCE OF ALL PUPILS UNDER 5 YEARS OF AGE			AGGREGATE NUMBER OF DAYS' ATTENDANCE OF ALL PUPILS BETWEEN 5 AND 18 YEARS OF AGE			AGGREGATE DAYS' ATTENDANCE OF ALL PUPILS OVER 18 YEARS OF AGE		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Albany.....	231	222	453	30 459	30 592	61 051	1 049 615	991 097	2 043 712	5 676	4 161	9 830
Amsterdam.....	117	98	215	1 480	1 180	2 960	454 858	458 753	913 611	1 243	2 408	3 651
Auburn.....	46	40	86	5 201	7 172	12 376	417 566	431 152	848 718	11 117	7 249	18 666
Batavia.....	79	107	186	.....	.....	.....	223 346	203 711	427 057	7 319	4 405	11 724
Beacon.....	18	32	50	.....	.....	.....	130 339	130 985	261 324	1 002	1 174	2 266
Binghamton.....	159	157	316	3 151	3 219	6 400	922 170	910 065	1 832 235	6 543	5 313	11 856
Buffalo.....	794	752	1 546	105 651	106 407	212 058	5 589 864	5 297 241	10 887 105	89 964	38 178	128 142
Canandaigua.....	43	46	89	1 037	1 798	2 835	111 153	112 846	223 999	4 483	2 870	7 353
Cohoes.....	41	53	94	5 899	3 351	9 250	202 819	201 711	404 530	1 663	1 361	3 027
Corning, district 9.....	40	.....	68	.....	.....	.....	102 946	99 897	202 843	4 306	2 678	6 984
Corning, district 13.....	39	33	72	.....	.....	.....	175 797	175 797	351 594	2 184	2 306	4 490
Cortland.....	6	1	7	1 161	735	1 899	187 574	175 797	363 371	4 983	6 974	11 957
Dunkirk.....	86	67	153	10 555	9 139	19 494	298 920	261 500	559 420	6 455	4 533	10 988
Emira.....	120	113	233	1 303	4 963	9 266	514 078	514 078	1 028 156	7 074	12 036	19 110
Fulton.....	67	71	138	.....	.....	.....	183 213	188 023	371 236	4 852	4 836	9 688
Geneva.....	33	40	73	5 110	6 506	11 715	151 230	179 785	331 015	5 392	6 343	11 735
Glen Cove.....	21	21	42	481	288	772	132 374	124 616	256 990	1 206	957	2 163
Glen Falls.....	44	36	80	3 065	1 522	4 772	163 495	161 177	324 672	4 439	4 763	9 202
Gloversville.....	84	90	174	3 004	3 778	6 782	324 401	185 189	509 590	4 130	3 001	7 131
Hornell.....	27	29	56	1 339	1 874	3 213	201 496	165 300	366 796	2 757	3 638	6 395
Hudson.....	41	27	68	.....	.....	.....	166 522	165 300	331 822	11 008	8 873	19 881
Ithaca.....	74	58	132	.....	.....	.....	248 719	207 328	456 047	11 009	8 381	19 490
Jamestown.....	97	111	208	11 305	8 874	20 179	608 379	571 826	1 180 205	6 076	6 269	12 345
Johnstown.....	97	30	127	.....	.....	.....	108 467	108 187	216 654	1 887	884	2 771
Kingston.....	97	107	204	.....	.....	.....	334 548	322 343	656 891	3 410	3 061	6 471
Laekawanna.....	39	41	80	672	824	1 496	213 728	215 780	429 508	3 410	2 601	6 011
Little Falls.....	18	25	43	3 148	4 190	7 338	156 788	158 067	314 855	5 868	6 777	12 645
Lockport.....	87	87	174	8 524	7 485	16 009	299 107	278 255	577 362	2 561	.....	2 561
Long Beach.....	24	49	73	80	91	171	21 764	28 523	53 287	1 412	1 607	3 019
Mechanicville.....	28	36	64	.....	.....	.....	193 793	174 512	368 305	1 160	3 675	7 835
Middletown.....	66	146	212	.....	.....	.....	218 085	229 223	447 308	1 160	3 675	7 835
Mount Vernon.....	122	133	255	14 416	13 201	27 620	762 118	741 290	1 503 408	7 247	8 537	15 804

New Rochelle.....	98	104	202	13 479	11 802	25 311	624 807	587 808	1 212 615	5 571	3 421	8 995
New York.....	1 905	1 637	3 512	173 927	112 835	316 762	82 650 167	79 010 900	161 823 972	272 791	157 976	430 717
Newburgh.....	93	101	197	.....	.....	.....	238 318	405 451	1 575 565	9 858	6 719	16 577
Niagara Falls.....	109	231	340	1 032	774	1 806	796 318	780 217	1 380 632	2 607	2 030	4 666
North Tonawanda.....	47	43	90	5 077	6 713	11 790	206 080	180 532	275 114	3 134	2 761	5 895
Norwich.....	1	1	.....	.....	.....	.....	139 172	135 942	304 517	3 384	4 716	5 413
Oakdale.....	37	75	195	12 820	12 573	25 393	148 802	135 715	316 650	7 283	4 029	11 999
Olean.....	103	92	195	.....	.....	.....	354 093	361 933	719 026	5 736	3 077	8 843
Oneida.....	31	39	70	616	476	1 092	121 495	132 289	253 784	3 745	5 063	7 547
Ontario.....	124	135	259	1 717	2 707	5 080	152 238	161 412	201 705	6 559	7 688	11 622
Oswego.....	62	68	128	2 273	2 707	5 080	231 958	237 961	316 650	5 736	7 547	11 622
Plattsburgh.....	92	96	158	7 953	8 551	16 504	96 209	105 496	201 705	5 736	7 547	11 622
Port Jervis.....	178	27	45	.....	.....	.....	137 977	136 317	274 291	1 139	1 105	2 244
Poughkeepsie.....	141	138	270	1 085	1 176	2 261	451 431	477 336	928 767	8 291	3 924	12 215
Rensselaer.....	34	41	73	.....	.....	.....	127 257	131 410	261 697	61 357	40 019	104 376
Rochester.....	635	626	1 261	121 617	123 618	248 235	3 530 139	3 387 703	6 917 842	8 116	8 430	16 816
Rome.....	54	46	100	2 204	2 090	4 303	371 225	337 331	718 559	2 275	1 733	4 008
Salamanca.....	43	41	90	.....	.....	.....	121 801	122 687	244 548	7 052	4 281	11 333
Saratoga Springs.....	41	47	82	.....	.....	.....	180 859	169 010	349 899	17 026	12 966	29 992
Schenectady.....	617	565	1 212	20 611	22 378	43 022	1 350 220	1 338 457	2 688 717	36 738	22 248	58 980
Schenectady.....	344	362	706	16 693	19 213	35 906	2 011 720	1 919 407	3 964 127	2 200	1 217	3 417
Syracuse.....	28	36	61	506	1 075	1 581	149 415	141 150	293 565	8 218	6 206	14 424
Tonawanda.....	172	130	362	15 828	16 119	31 977	534 970	508 195	1 043 165	11 950	9 853	21 803
Troy.....	184	187	371	21 402	21 982	43 384	1 222 412	1 162 411	2 114 883	9 407	6 471	15 878
Union.....	201	174	375	8 903	8 267	17 170	192 894	488 243	981 137	6 602	5 007	11 607
Watertown.....	42	91	182	3 427	3 321	6 748	175 122	167 078	342 200	1 632	652	2 284
Watervliet.....	96	86	182	8 213	8 836	15 079	363 787	361 526	728 313	26 925	19 891	46 816
White Plains.....	220	226	446	22 782	25 738	48 530	1 063 775	1 569 081	3 252 856	780 118	516 983	1 297 101
Yonkers.....	8 383	8 129	16 503	683 227	659 098	1 342 275	113 678 089	109 141 722	222 819 811	103 688	99 862	203 550
Total, cities.....	2 650	2 685	5 373	33 173	31 755	104 928	6 993 513	7 025 946	14 019 459	328 914	328 914	603 905
Total, villages.....	20 078	18 643	38 721	85 339	83 361	168 903	28 075 670	27 188 283	55 263 953	1 158 797	915 759	2 104 556
Total, towns.....	31 111	29 448	60 559	821 939	794 117	1 616 086	148 747 272	143 355 951	292 103 223	3 626	3 626	6 736
a Total, State.....	5	117	122	.....	.....	.....	25 412	310 666	336 078	191	.....	191
SPECIAL SCHOOLS	.....	.....	.....	.....	.....	.....	9 428	20 591	30 019	.....	.....	.....
Hunter Coll. (b. s. dept.), N. Y.....	.....	.....	.....	.....	.....	.....	10 155	6 253	16 408	.....	.....	.....
Milne H. S. (dept. of N. Y. State Coll. for Teachers, Albany.....	.....	.....	.....	.....	.....	.....	13 186	9 600	22 846	4 222	4 300	8 522
N. Y. Inst. for the Education of the Blind.....	.....	.....	.....	.....	.....	.....	232 886	.....	232 886	2 650	.....	2 650
N. Y. State Sch. for the Blind, Batavia.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Townsend Harris Hall (prep. dept., Coll. of City of N. Y.).....	253	.....	253	.....	.....	.....	291 067	347 170	638 237	7 063	7 926	14 989
Total, special schools.....	258	117	375	.....	.....	.....	.....	.....	.....	.....	.....	.....

a Excluding pupils in part-time and continuation schools training classes and schools and evening schools.

TABLE 4 (concluded)
Registration and attendance of pupils in cities

CITIES	AVERAGE DAILY ATTENDANCE OF PUPILS UNDER 5 YEARS OF AGE			AVERAGE DAILY ATTENDANCE OF PUPILS BETWEEN 5 AND 18 YEARS OF AGE			AVERAGE DAILY ATTENDANCE OF PUPILS OVER 18 YEARS OF AGE			NUMBER OF PUPILS COMPLETING THE 8TH GRADE		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Albany	161	162	323	5 553	5 260	10 813	30	22	52	360	386	746
Anserdam	8	16	24	2 420	2 440	4 860	7	13	20	145	140	285
Auburn	27	38	65	2 210	2 281	4 491	60	38	98	64	64	128
Batavia	.....	.....	.....	1 182	1 077	2 259	39	23	62	71	73	144
Beacon	.....	.....	.....	4 886	4 680	9 566	6	6	12	37	50	87
Binghamton	17	17	34	4 974	4 973	9 947	37	29	66	213	169	382
Buffalo	559	563	1 122	29 376	27 868	57 445	470	262	732	2 021	164	2 185
Canandaigua	5	15	20	581	590	1 171	24	15	39	38	43	81
Colosse	32	18	50	1 084	1 078	2 162	9	8	17	41	36	77
Corning, district 9	.....	.....	.....	499	550	1 049	23	14	37	12	20	32
Corning, district 13	.....	.....	.....	547	531	1 078	12	12	24	40	54	94
Cortland	6	4	10	993	931	1 924	27	37	64	50	57	107
Dunkirk	52	46	98	1 363	1 341	2 704	34	34	68	63	81	144
Elmira	23	26	49	2 781	2 691	5 472	37	63	100	221	158	379
Fulton	.....	.....	.....	985	1 011	1 996	26	26	52	71	52	123
Geneva	27	35	62	808	942	1 750	29	33	62	44	59	103
Glen Cove	2	3	5	716	673	1 389	6	5	11	53	36	89
Glen Falls	17	7	24	869	873	1 742	24	25	49	76	72	148
Gloversville	16	20	36	1 725	1 712	3 437	21	15	36	122	141	263
Hornell	7	10	17	1 083	996	2 079	29	30	59	62	74	136
Hudson	.....	.....	.....	871	865	1 736	14	19	33	41	50	91
Ithaca	.....	.....	.....	1 295	1 392	2 687	60	36	96	109	117	226
Jamestown	60	47	107	3 223	3 041	6 264	60	48	108	235	257	492
Johnstown	.....	.....	.....	890	888	1 778	10	5	15	56	66	122
Kingston	.....	.....	.....	1 772	1 708	3 480	32	33	65	87	105	192
Lackawanna	4	8	12	1 130	1 142	2 272	4	2	6	52	57	109
Little Falls	17	24	41	831	836	1 667	18	14	32	37	35	72
Lockport	45	39	84	1 594	1 481	3 075	32	37	69	93	91	184
Long Beach	.....	1	1	137	159	296	1	.....	1	20	21	41
Mechanicville	.....	.....	.....	1 042	998	2 040	8	9	17	43	32	75
Middletown	.....	.....	.....	1 166	1 226	2 392	92	20	112	29	57	86
Mount Vernon	76	70	146	4 051	3 941	7 992	39	46	85	285	307	592
New Rochelle	72	64	136	3 347	3 150	6 497	30	19	49	229	245	474

New York.....	393	398	791	432 452	413 689	846 141	1 425	826	2 251	32 965	34 427	67 392
Newburgh.....	5	4	9	2 304	2 179	4 483	28	21	49	148	148	291
Niagara Falls.....	26	35	61	1 186	4 107	8 293	52	35	87	198	193	391
North Tonawanda.....	.....	.....	.....	1 073	1 940	2 613	13	11	24	47	62	109
Norwich.....	.....	.....	.....	805	745	1 306	17	15	32	46	64	110
Ogdensburg.....	67	66	133	1 805	1 745	1 647	19	11	30	47	44	91
Olean.....	.....	.....	.....	1 965	1 965	3 812	39	25	64	139	143	282
Oreida.....	3	3	6	653	711	1 364	31	17	48	39	39	78
Oreonta.....	9	4	13	1 214	1 879	1 693	20	20	40	44	49	93
Oswego.....	13	14	27	1 561	2 439	2 439	34	26	60	61	57	118
Plattsburg.....	43	46	89	742	561	1 073	26	15	41	26	29	55
Port Jervis.....	.....	.....	.....	2 401	2 539	1 475	28	17	45	34	34	80
Poughkeepsie.....	6	6	12	677	715	4 940	44	21	65	68	61	175
Rensselaer.....	670	664	1 334	18 953	18 187	37 140	342	213	555	1 235	1 235	2 492
Rochester.....	12	11	23	1 974	1 848	3 822	45	45	90	70	86	156
Rome.....	.....	.....	.....	645	648	1 293	12	9	21	37	53	90
Salamanca.....	.....	.....	.....	973	969	1 882	15	23	38	66	75	141
Saratoga Springs.....	109	118	227	7 138	7 075	14 213	90	68	158	436	508	944
Schenectady.....	93	107	200	11 193	10 829	22 022	204	124	328	609	684	1 353
Syracuse.....	3	6	9	781	754	1 535	11	6	17	56	47	103
Tonawanda.....	87	88	175	2 912	2 762	5 674	39	33	73	158	149	307
Troy.....	113	116	229	6 441	6 276	12 717	63	52	115	332	308	610
Utica.....	47	44	91	2 635	2 610	5 245	50	34	84	161	177	338
Watertown.....	18	18	36	941	808	1 839	9	4	13	46	55	101
Watervliet.....	33	47	80	1 935	1 938	3 873	35	26	61	128	138	266
White Plains.....	120	136	256	8 757	8 258	17 015	141	105	246	635	630	1 285
Yonkers.....	3 103	3 147	6 250	597 743	574 927	1 171 770	4 124	2 736	6 860	43 063	44 981	88 044
Total, cities.....	2 280	2 280	4 819	37 580	37 777	75 396	558	533	1 091	2 138	2 588	4 726
Total, villages.....	2 383	2 436	4 819	138 741	133 663	312 404	1 584	1 655	3 239	8 489	9 659	18 148
Total, towns.....	5 771	5 863	11 634	794 073	765 467	1 559 510	6 266	1 924	11 190	53 690	57 228	110 918
Total, State.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
SPECIAL SCHOOLS												
Hamlet Coll. (h. s. dep't), N. Y.....	.....	.....	.....	149	1 817	1 966	.....	21	21	.....	42	42
Milne H. S. (dep't of N. Y. State Coll. for Teachers, Albany.....	.....	.....	.....	54	118	172	1	.....	1	.....	.....	.....
N. Y. Inst. for the Education of the Blind.....	.....	.....	.....	57	35	92	.....	.....	.....	.....	.....	.....
N. Y. State Sch. for the Blind, Batavia.....	.....	.....	.....	69	50	119	22	23	45	5	6	11
Townsend Harris Hall (prep. dep't, Coll. of City of N. Y.).....	.....	.....	.....	1 273	.....	1 273	14	.....	14	.....	.....	.....
Total, special schools.....	.....	.....	.....	1 602	2 020	3 622	37	44	81	5	48	53

a Excluding pupils in part-time and continuation schools, training classes and schools and evening schools.

TABLE 5
Financial statement showing receipts in counties, excluding cities and villages under superintendents

COUNTIES	BALANCE ON HAND AUG. 1, 1922	PUBLIC MONEY RECEIVED FOR TEACHERS' WAGES, SUPERVISION AND TRAINING CLASSES	AMOUNT DEDUCTED FROM TEACHERS' WAGES FOR REQUIREMENT FUND	STATE AID FOR LIBRARY, APPARATUS, ACADÉMIC QUOTA, AND NONRESIDENT TUITION	FEDERAL ALLOTMENT FOR VOCATIONAL EDUCATION	TUITION FROM CONTRACTING AND FROM INDIVIDUAL PUPILS	TAX ON PROPERTY	AMOUNT RECEIVED FROM THE SALE OF BONDS	ALL OTHER SOURCES	TOTAL
Albany.....	\$63,461.25	\$90,355.78	\$4,625.14	\$6,613.32	.....	\$1,386.66	\$216,019.51	\$278,446.07	\$12,171.18	\$673,109.85
Albany.....	129,853.77	10,046.52	30,963.52	30,963.52	\$960.21	8,972.18	276,336.61	102,125	16,980	743,528.70
Broome.....	64,915.68	122,328.31	16,357.53	10,194.30	.....	3,104.92	226,085.61	38,000	15,029.96	486,016.28
Cattaraugus.....	183,576.17	211,918.62	11,076.02	30,471.68	2,477.10	6,028.35	337,974.12	291,072.21	32,524.93	1,268,018.60
Cayuga.....	574,182.17	124,835.30	7,912.06	21,588.25	1,849.34	4,171.12	223,104.11	45	10,825.92	1,753,846.10
Chautauque.....	227,693.42	214,112.11	12,526.08	43,352.62	4,131.45	9,745.58	560,975.36	477,517.26	89,589.04	1,670,253.21
Chemung.....	33,633.80	187,266.61	4,682.23	10,011.20	627.31	2,070.91	193,984.56	92,342.15	7,833.06	432,444.96
Chemung.....	63,877.83	137,258.13	8,065.46	23,319.95	1,978.47	7,732.26	227,803.19	450	11,531.23	562,176.51
Chenango.....	42,805.46	131,130.80	5,140.92	15,669.24	482.55	936.80	176,604.39	15,300	162,324.12	353,454.38
Columbia.....	55,728.69	95,233.28	5,812.50	13,385.32	.....	10,352.76	189,120.71	.....	22,410.17	360,052.83
Columbia.....	35,063.83	80,952.25	4,136.37	9,953.30	337.80	6,948.95	116,166.19	.....	10,211.19	269,710.18
Delaware.....	75,384.14	227,274.83	11,183.44	31,669.31	2,886.58	7,947.02	380,451.93	.....	52,374.56	792,611.81
Dutchess.....	91,293.85	125,991.20	8,029.25	20,511.52	627.31	8,615.85	343,383.48	3,000	16,596.27	618,051.73
Essex.....	363,714.88	242,246.93	14,407.06	41,843.66	1,608.90	10,217.81	814,561.25	118,076.49	60,699.71	1,697,376.69
Essex.....	125,707.10	129,871.57	7,081.23	19,634.65	110.18	1,389.75	325,478.57	30,000	28,472.47	697,745.82
Franklin.....	47,972.53	129,524.57	8,816.48	15,678.20	1,085.71	2,527.09	161,215.20	15,136.21	17,793.62	394,749.61
Fulton.....	65,556	58,660.30	2,461.09	3,239.77	.....	438	78,296.45	.....	1,683.88	210,325.49
Greene.....	49,499.90	61,947.17	4,174.87	12,430.32	313.67	1,641.26	161,847.04	6,320.35	27,685.37	329,060.25
Greene.....	27,032.81	92,391.63	4,875.06	12,106.10	.....	2,770.21	148,183.46	.....	6,703.63	294,052.96
Hamilton.....	9,881.41	29,145.20	1,338.57	3,443.64	.....	76	83,170.01	4,500	6,987.14	131,012
Hamilton.....	68,337.31	114,706.99	6,583.46	10,749.65	627.31	11,593.06	423,657.02	.....	12,746.99	690,198.17
Jefferson.....	160,855.06	226,111.63	10,814.31	38,799.44	530.80	11,593.06	290,662.06	15,548	13,886.76	886,341.73
Lewis.....	119,724.41	130,135.98	5,669.68	15,863.77	530.80	6,280.35	277,804.15	220,499.17	10,279.35	909,583.25
Livingston.....	65,738.58	116,851.40	4,926.75	33,927.78	530.80	11,676.66	246,432.40	5,000	17,521.81	799,874.36
Madison.....	78,034.63	144,895.54	8,587.97	24,686.02	1,218.04	9,805.26	433,815.65	41,897.78	25,973.72	851,928.67
Monroe.....	177,209.24	125,412.78	11,120.18	10,730.60	.....	2,273.11	190,267.75	9,225	24,407.38	373,303.40
Montgomery.....	42,600.67	79,690.24	4,758.65	16,486.59	.....	13,554.50	1,280,200.41	1,006,566.06	276,412.84	3,683,573.59
Nassau.....	682,280.76	203,624.49	16,283.19	15,233.55	.....	10,805.98	389,077.68	18,361.97	474.98	328,002.88
Nassau.....	96,193.31	400,945.72	15,233.55	38,234.02	2,827.77	18,304.23	548,886.39	288,812.46	75,419.33	1,431,231.88
Oneida.....	180,557.47	263,185.38	15,007.81	38,234.02	2,827.77	18,304.23	548,886.39	288,812.46	75,419.33	1,431,231.88

Onondaga.....	713 605 23	202 902 08	14 206 25	46 452 18	723 84	18 508 50	600 877 89	183 931 50	57 585 63	1 838 803 08
Ontario.....	82 335 56	112 212 43	7 555 50	18 622 82	.....	6 681 59	256 290 12	182 035 ..	10 080 41	675 822 43
Orange.....	84 350 86	158 859 84	10 469 63	20 081 43	627 31	7 981 04	557 719 48	335 304 53	.....	1 217 385 45
Orleans.....	71 510 35	58 350 57	3 564 65	8 818 60	.....	2 451 38	155 015 81	.....	6 464 73	306 176 09
Oswego.....	59 320 25	177 071 83	7 338 24	27 614 23	1 592 42	5 905 73	240 201 02	7 700 ..	41 710 25	568 513 97
Otsego.....	66 370 90	187 446 79	8 476 08	32 849 75	905 11	8 330 88	266 419 87	39 355 79	27 886 82	638 101 99
Putnam.....	40 044 36	39 852 97	2 509 08	7 739 73	627 31	2 299 34	121 984 57	.....	10 446 44	225 503 80
Rensselaer.....	94 992 03	85 880 64	4 359 36	5 148 56	.....	1 775 60	154 082 72	5 950 ..	24 192 18	376 377 79
Rockland.....	200 046 45	73 025 84	7 014 34	10 483 62	.....	6 873 60	349 011 47	211 907 03	64 527 63	922 899 58
St Lawrence.....	148 932 37	284 071 73	11 257 80	41 066 18	.....	2 542 73	445 650 71	.....	30 343 31	904 885 01
Saratoga.....	55 089 76	120 353 19	7 321 36	10 458 45	224 41	2 276 19	228 252 70	8 500 ..	23 765 78	486 353 17
Schenectady.....	88 285 03	50 130 64	4 272 34	7 617 18	.....	3 731 01	202 634 36	104 896 83	2 709 40	319 075 52
Schoharie.....	55 599 20	102 638 39	4 753 77	15 200 22	.....	2 850 04	135 304 50	.....	7 051 04	349 985 76
Schuyler.....	29 742 50	66 629 67	3 372 05	8 322 81	.....	5 355 35	118 945 49	110 566 25	25 459 41	254 683 01
Seneca.....	31 158 20	49 951 72	4 153 93	10 031 85	627 31	4 860 ..	124 780 59	3 660 ..	64 155 96	812 728 65
Steuben.....	97 614 86	246 144 41	10 332 77	27 816 21	707 77	6 866 84	324 089 80	35 000 ..	204 767 97	3 699 824 62
Suffolk.....	689 121 52	257 397 04	20 731 57	42 023 20	.....	28 697 42	1 221 365 20	1 175 720 70	28 953 26	779 187 76
Sullivan.....	206 642 33	152 200 86	8 608 19	23 797 03	554 96	5 530 94	322 462 74	30 436 85	3 500 66	262 787 39
Tioga.....	32 725 21	86 567 09	3 700 27	13 055 04	910 86	4 427 24	114 644 39	3 250 ..	26 879 71	364 088 34
Tompkins.....	35 551 71	90 217 89	4 788 16	14 589 99	580 47	10 809 14	178 771 27	1 900 ..	21 096 71	527 353 45
Ulster.....	61 843 92	139 005 93	7 078 30	12 638 02	.....	5 691 88	269 998 69	10 000 ..	8 014 97	271 580 68
Warren.....	43 254 80	78 170 43	2 588 48	9 182 11	.....	288 ..	129 081 80	.....	13 292 11	485 325 18
Washington.....	56 370 43	147 384 31	8 508 35	22 125 47	575 ..	7 469 ..	225 517 74	4 022 77	29 108 83	1 250 091 36
Wayne.....	444 773 75	144 401 57	9 821 82	31 509 81	627 31	19 598 70	268 886 25	201 363 82	51 004 30	3 042 547 66
Westchester.....	604 386 70	222 538 26	21 793 60	28 700 89	.....	33 176 57	1 491 008 03	526 839 46	12 672 60	465 700 61
Wyoming.....	86 068 23	110 520 88	6 785 03	20 333 60	1 023 01	3 104 ..	224 533 20	.....	2 123 17	166 865 92
Yates.....	20 894 56	50 099 05	2 718 87	9 627 73	.....	1 319 99	80 082 58	.....	.....	.....
Total.....	\$7 718 907 98	\$7 635 938 35	\$435 113 88	\$1 129 498 30	\$36 181 45	\$398 440 45	\$18 504 393 80	\$6 381 112 11	\$2 018 249 79	\$14 257 839 11

TABLE 5 (continued)
Financial statement showing receipts in villages under superintendents

VILLAGES UNDER SUPERINTENDENTS	BALANCE ON HAND ON AUG. 1, 1922	PUBLIC MONEY RECEIVED FOR TEACHERS' WAGES, SUPERVISION AND TRAINING CLASSES	AMOUNT DEDUCTED FROM TEACHERS' WAGES FOR TEACHERS' RETIREMENT FUND	STATE AID FOR LIBRARY, APPARATUS, ACADEMIC QUOTA, AND NON-RESIDENT TUITION	FEDERAL ALLOTMENT FOR VOCATIONAL EDUCATION	TUITION FROM DISTRICTS CONTRACTING AND FROM INDIVIDUAL PUPILS	TAX ON PROPERTY	AMOUNT RECEIVED FROM THE SALE OF BONDS	ALL OTHER SOURCES	TOTAL
Albion.....	\$40 988 89	\$16 894 20	\$1 487 ..	\$7 832 08	\$530 80	\$2 311 33	\$54 063 56	.....	.....	\$122 620 86
Baldwin.....	168 412 31	12 697 90	1 487 ..	2 516 77	.....	1 815 ..	99 241 80	.....	\$7 130 73	293 331 51
Ballston Spa.....	10 297 98	13 269 94	1 139 ..	3 134 68	.....	1 225 85	41 706 75	.....	45 96 ..	70 840 16
Bath.....	2 673 55	13 643 60	1 182 ..	4 487 82	386 05	307 45	27 765 75	.....	11 765 15	296 690 62
Bay Shore.....	5 003 00	16 875 77	1 486 40	8 866 38	175 57	100 ..	106 588 37	\$234 180 ..	49 338 41	180 436 08
Carthage.....	5 326 12	14 905 27	1 840 16	4 270 78	.....	263 51	41 047 40	.....	7 079 46	73 733 70
Catskill.....	819 39	15 273 96	1 214 26	3 277 73	431 31	1 163 50	42 174 04	.....	5 191 36	69 548 75
Depew.....	2 397 31	13 353 23	1 131 ..	2 614 08	456 42	1 393 90	52 190 68	.....	7 111 13	73 178 38
East Rochester.....	16 954 80	19 080 84	1 541 10	1 389 15	280 38	418 63	69 089 03	.....	6 002 48	110 256 61
East Syracuse.....	1 764 06	16 538 21	1 236 35	2 359 79	.....	146 84	51 960 17	186 000 ..	6 007 59	266 013 01
Endicott.....	362 35	17 325 12	1 188 10	2 191 26	.....	1 617 40	33 013 03	238 548 50	11 993 13	516 123 74
Fairport.....	8 970 44	13 647 46	2 035 40	3 808 45	.....	1 558 ..	45 200 ..	383 110 83	5 317 82	438 061 65
Frankford.....	15 878 09	13 751 40	765 70	1 927 09	136 11	512 50	33 878 09	.....	2 408 25	69 181 12
Freepoint.....	16 983 55	17 059 35	1 262 83	547 22	80 04	925 ..	178 426 66	603 180 ..	26 937 01	130 020 57
Franklin.....	25 536 88	34 673 27	2 381 88	2 416 94	361 93	450 80	45 510 65	.....	111 979 47	369 600 14
Gouverneur.....	11 764 91	17 001 40	1 114 97	5 053 79	.....	.....	284 30 ..	.....	1 215 91	82 474 36
Green Island.....	2 276 ..	7 338 22	866 ..	284 30	.....	.....	23 350 49	.....	150 73	34 265 74
Harrison.....	14 499 40	14 456 ..	916 81	800 ..	71 15	.....	65 641 47	25 657 32	432 89	122 433 92
Hastings-on-Hudson.....	20 939 32	15 881 75	1 080 ..	870 ..	.....	.....	77 957 48	53 712 78	2 158 78	172 505 26
Haverstraw.....	961 14	12 912 15	1 080 80	6 296 26	56 69	4 934 58	51 996 63	.....	21 281 79	99 520 04
Herkimer.....	3 625 45	27 371 82	3 715 38	2 292 64	577 87	22 232 50	205 381 36	.....	135 094 38	410 355 40
Herkimer.....	363 301 62	29 941 38	2 673 23	3 006 88	189 19	15 ..	336 315 44	.....	9 407 93	544 850 67
Hoesick Falls.....	4 400 55	12 946 94	1 505 40	4 528 45	.....	3 001 27	46 431 60	.....	24 121 81	96 936 08
Hudson Falls.....	239 018 42	17 338 50	1 698 70	4 157 70	106 72	498 ..	70 889 61	.....	6 979 ..	340 686 65
Hudson Falls.....	21 411 84	34 129 11	3 424 20	5 080 53	49 75	5 093 50	155 692 73	486 110 25	29 996 25	730 988 16
Huntington.....	1 531 22	34 153 84	2 041 16	2 931 05	85 61	8 849 87	108 335 73	.....	1 216 10	155 194 61
Ilion.....	15 282 63	31 608 55	3 540 41	2 419 01	72 13	.....	80 116 87	84 000 ..	5 355 55	294 013 51
Johnston City.....	12 913 50	14 012 85	1 897 41	2 419 01	.....	976 75	.....	25 000 ..	38 048 50	174 326 36
Kennore.....	234 361 01	14 028 44	1 264 80	1 852 05	.....	465 ..	71 277 76	.....	5 506 31	328 815 37

TABLE 5 (concluded)
Financial statement showing receipts in cities

CITIES	BALANCE ON HAND AUG. 1, 1922	PUBLIC MONEY RECEIVED FOR TEACHERS' WAGES, SUPERVISION AND TRAINING CLASSES	AMOUNT DEDUCTED FROM TEACHERS' WAGES FOR RETIREMENT FUND	STATE AID FOR LIBRARY, APPARATUS, ACADEMIC QUOTA, AND NONRESIDENT TUITION	FEDERAL ALLOTMENT FOR VOCATIONAL EDUCATION	TUITION FROM DISTRICTS CONTRACTING AND FROM INDIVIDUAL PUPILS	TAX ON PROPERTY	AMOUNT RECEIVED FROM THE SALE OF BONDS	ALL OTHER SOURCES	TOTAL
Albany.....	\$503 306 59	\$254 730 47	\$26 527 66	\$8 308 50	\$4 650 30	\$124 28	\$447 209 30	\$297 461 76	\$693 ..	\$1 245 850 10
Amsterdam.....	44 578 40	91 021 73	6 202 47	4 321 57	2 140 61	400 ..	312 421 ..	138 744 24	5 815 20	897 291 78
Auburn.....	81 096 83	97 684 62	9 343 97	7 054 49	1 589 50	9 785 98	377 150 ..	589 550 59	74 351 29	796 133 98
Batavia.....	50 85 ..	42 120 41	3 360 04	4 069 93	688 18	279 83	204 472 57	466 740 85	164 88	190 851 68
Bacon.....	56 062 93	25 283 38	1 981 61	2 797 47	154 74	268 ..	104 138 67	111 000 ..	4 015 28	1 777 722 19
Bloomington.....	704 307 97	935 867 76	17 477 33	33 17 ..	543 58	2 492 75	702 431 35	610 000 ..	59 192 62	15 483 482 81
Buffalo.....	5 955 431 24	1 725 813 19	267 772 56	7 218 91	25 662 41	4 725 75	6 817 666 13	111 000 ..	2 984 03	13 327 137 69
Canandaigua.....	2 982 45 ..	94 656 12	9 970 56	1 371 62	456 09	5 928 05	80 181 25	114 720 83	8 769 48	626 270 17
Cohoes.....	37 673 17	37 368 02	2 559 53	1 686 24	648 52	320 50	108 971 72	129 330 96	6 363 98	230 211 15
Corning, district 9.....	486 085 81	27 368 02	1 951 82	5 385 53	163 86	940 ..	40 539 23	232 86 ..	2 115 83	477 940 89
Corning, district 13.....	13 200 77	20 115 83	3 215 17	5 385 53	163 86	940 ..	40 539 23	232 86 ..	2 115 83	477 940 89
Cortland.....	51 085 28	33 476 27	3 215 17	5 385 53	163 86	940 ..	40 539 23	232 86 ..	2 115 83	477 940 89
Dunkirk.....	138 716 12	57 783 18	6 438 03	3 566 06	374 03	732 69	268 204 93	566 879 50	88 876 77	1 506 201 63
Elmira.....	190 227 24	118 126 54	12 392 79	7 756 28	3 281 89	7 811 ..	510 915 62	483 128 16	45 064 25	734 097 21
Fulton.....	89 619 27	32 520 35	4 286 88	6 119 68	146 15	4 928 89	139 015 66	103 185 ..	134 397 51	686 693 ..
Geneva.....	14 014 57	36 587 76	3 778 63	7 325 47	558 07	4 624 67	139 015 66	103 185 ..	134 397 51	686 693 ..
Glen Falls.....	93 376 05	23 903 33	1 076 75	3 536 88	644 53	3 131 93	132 226 01	375 631 15	12 857 08	340 667 53
Gloversville.....	3 563 74	29 430 25	3 428 ..	2 101 65	1 310 41	1 145 50	203 691 96	40 532 90	62 511 17	349 528 09
Hornell.....	305 695 16	44 635 48	5 215 96	4 349 87	1 310 41	1 145 50	203 691 96	40 532 90	62 511 17	349 528 09
Hudson.....	74 004 02	29 897 41	2 607 93	4 349 87	1 310 41	1 145 50	203 691 96	40 532 90	62 511 17	349 528 09
Ilion.....	90 025 07	50 441 39	5 246 24	7 897 66	407 08	4 717 71	215 307 77	765 750 ..	29 081 68	1 551 243 66
Johnstown.....	21 255 27	113 952 19	10 473 35	6 516 29	524 02	27 360 89	589 497 36	125 823 33	2 365 08	177 123 66
Kingston.....	11 715 07	31 503 46	2 327 57	2 298 95	1 073 94	3 643 68	125 823 33	12 000 ..	578 49	312 199 23
Lackawanna.....	39 838 64	55 646 87	5 256 28	10 947 72	826 26	15 013 47	198 831 50	12 000 ..	578 49	255 590 90
Little Falls.....	60 992 18	27 454 67	2 438 48	1 500 83	58 10	35 ..	159 908 46	60 000 ..	1 152 31	213 405 33
Lockport.....	229 893 61	58 762 78	7 470 67	1 706 63	129 34	175 ..	341 396 ..	60 000 ..	4 737 38	718 883 48
Long Beach.....	4 285 37	2 845 93	682 ..	5 727 94	1 302 81	6 592 29	50 283 34	60 000 ..	8 101 43	208 789 68
Medanville.....	1 465 62	36 514 43	2 168 22	2 030 51	139 32	1 069 80	137 300 35	128 037 50	1 013 87	681 772 10
Middletown.....	403 225 75	36 066 62	3 576 36	5 238 01	133 51	2 454 98	18 043 ..	128 037 50	87 009 09	1 969 495 34
Mount Vernon.....	572 891 36	183 257 11	22 112 15	1 814 16	5 206 02	6 768 36	962 180 59	114 000 ..	33 882 68	1 594 818 59
New Rochelle.....	457 563 12	160 299 90	16 899 25	1 786 07	1 682 78	1 201 ..	777 503 70	114 000 ..	33 882 68	1 594 818 59

New York.....	65 585 049 071	18 488 101 541	49 880 ..	114 998 111	76 807 980 901	45 994 269 721	71 899 291 207	202 178 64
Newburgh.....	8 196 46	69 592 42	5 929 28	1 298 22	7 112 50	278 934 46	2 140 08	380 492 35
Niagara Falls.....	2 189 354 47	167 957 54	9 209 69	3 441 19	6 800 95	609 403 ..	15 777 28	3 568 483 32
North Tonawanda.....	36 333 65	3 233 17	2 397 69	2 999 24	8 850 50	172 382 78	13 267 52	232 245 44
Norwich.....	536 30	28 012 76	3 879 65	135 66	412 50	113 986 54	61 751 71	377 739 96
Ogdensburg.....	2 085 23	29 975 40	2 686 48	90 ..	31 004 56	166 243 46	29 975 61	150 633 96
Olean.....	328 787 78	59 702 94	2 790 75	2 441 80	4 248 50	302 543 37	7 081 09	708 232 77
Oneida.....	55 837 54	27 149 52	2 761 64	210 54	6 478 47	100 684 ..	588 22	198 622 78
Oneonta.....	6 767 42	24 326 81	4 919 26	232 31	941 ..	122 361 50	28 804 43	331 371 85
Oswego.....	241 707 20	45 545 07	6 018 45	533 60	200 50	40 632 22	19 081 57	533 304 71
Plattsburg.....	6 060 62	21 232 22	3 789 86	136 18	347 ..	104 457 76	1 132 50	133 130 94
Poughkeepsie.....	130 102 37	20 373 23	2 589 50	3 683 65	37 ..	137 603 65	7 595 68	601 348 91
Poughkeepsie.....	8 720 13	57 288 17	6 160 20	501 78	130 ..	293 074 47	1 494 61	679 213 26
Rensselaer.....	130 708 37	23 672 48	2 539 12	223 51	718 25	2 900 000 ..	1 392 043 10	144 871 99
Rome.....	62 350 73	32 915 76	3 590 14	3 806 30	3 644 99	160 000 ..	786 21	624 361 86
Salamanca.....	49 763	320 703 92	7 671 92	3 062 33	1 258 70	390 203 44	1 903 31	189 958 11
Saratoga Springs.....	1 481 823 33	476 690 48	9 178 44	3 806 30	1 434 776 83	400 516 ..	12 011 72	368 593 32
Schenectady.....	1 294 668 90	43 636 24	2 967 99	2 062 62	1 893 284 57	340 000 ..	1 226 51	3 614 441 43
Syracuse.....	139 411 02	24 065 09	2 245 30	2 062 62	996 83	77 822 62	3 969 48	3 739 106 97
Tonawanda.....	158 904 18	131 765 21	10 114 22	3 004 34	2 452 50	605 804 73	4 834 87	1 019 880 05
Troy.....	470 421 09	274 199 76	2 161 69	4 096 46	3 381 78	103 000 ..	597 64	1 782 988 02
Utica.....	443 135 31	78 613 04	4 309 55	20 82	4 411 27	352 220 50	18 277 36	910 261 80
Watertown.....	37 466 31	30 884 01	3 612 66	944 57	1 180 ..	58 000 ..	137 78	173 362 06
Watervliet.....	411 486 80	112 363 70	9 420 72	1 535 22	21 582 54	50 000 ..	2 471 25	1 092 302 27
White Plains.....	41 459 30	385 299 09	2 773 90	12 037 67	3 645 ..	2 137 905 22	6 271 03	3 646 616 78
Yonkers.....	384 129 192 60	\$26 033 032 49	\$342 281 14	\$229 586 21	\$238 652 19	\$108 156 724	\$2 615 821 19	\$278 979 608 65
Total, cities.....	3 590 580 69	1 372 641 18	207 117 85	9 789 23	113 900 98	6 121 646 14	1 240 344 60	17 836 368 40
Total, villages.....	7 718 907 98	112 267 39	1 129 498 30	36 184 45	308 440 45	18 504 393 80	2 018 249 79	44 237 839 11
Total, towns.....								
Total, State.....	\$95 438 681 27	\$35 041 612 02	\$1 678 900 29	\$275 559 89	\$750 993 02	\$132 782 763 94	\$5 874 415 38	\$341 073 816 25
SPECIAL SCHOOLS								
Hunter Coll. (h. s. dep't), N. Y.....			\$925 ..				\$307 785 39	\$308 710 39
Milne H. S. (dep't of N. Y. State Coll. for Teachers), Albany.....							13 952 24	13 952 24
N. Y. Inst. for the Education of the Blind.....	\$75 083 74						964 734 23	1 039 817 97
N. Y. State School for the Blind, Batavia.....	1 911 50						103 655 ..	105 566 50
Townsend Harris Hall (prep. dep't, Coll. of City of N. Y.)	370 24		725 ..				258 296 50	259 331 74
Total, special schools.....	\$77 365 48		\$1 650 ..				\$1 648 363 36	\$1 727 378 84

TABLE 6
Financial statement showing payments in counties, excluding cities and villages under superintendents

COUNTIES	EXPENSES OF GENERAL CONTROL									
	SCHOOL ELECTIONS		BOARD OF EDUCATION AND SECRETARY'S OFFICE		LEGAL SERVICES	OTHER EXPENSES OF BUSINESS CONTROL	ENFORCEMENT OF COM- MUNAL LAWS AND CENSUS ENUMERATION		OTHER EXPENSES OF EDUCATIONAL CONTROL	TOTAL
	SALARIES	OTHER OBJECTS	SALARIES	OTHER OBJECTS			SALARIES	OTHER OBJECTS		
Albany.....		\$26.56	\$910.	\$110.25	\$835.	\$1,017.95	\$121.50	\$19.20	\$14.32	\$3,417.78
Allegany.....		3.	1,063.25	280.81	332.02	1,156.33	180.05	89.97	321.18	3,520.21
Broome.....		55.33	707.10	240.30	5,106.05	748.69	110.84	18.	39.92	7,046.32
Cattaraugus.....		71.25	2,294.43	788.78	42.72	984.36	583.	129.85	281.95	5,176.34
Cayuga.....	\$50.	67.75	1,377.03	207.09	35.25	321.32	139.10	142.	159.34	2,518.88
Chautauqua.....	40.	155.04	3,947.43	566.35	41.85	1,326.62	1,150.11	177.03	104.57	7,509.
Chemung.....		11.50	683.72	213.97	290.	1,492.93	654.80	13.50	121.32	3,481.74
Chenango.....		16.99	1,116.27	116.08	155.73	537.38	224.84	16.31	243.59	2,427.19
Columbia.....		3.50	2,636.90	1,319.19	109.85	505.16	1,767.85	33.70	128.56	6,504.71
Clinton.....		53.27	938.70	513.14	283.80	450.21	601.74	17.35	38.48	2,899.69
Cortland.....		34.90	492.	123.65	7.71	110.99	66.	35.	332.33	1,227.58
Delaware.....		25.	1,818.72	561.09	825.15	1,394.71	902.26	17.	634.78	6,268.57
Dutchess.....		33.98	1,962.74	742.96	537.53	1,016.48	1,651.	61.23	437.06	7,061.58
Erie.....		3.78	4,666.62	771.65	842.98	4,926.08	2,431.99	776.52	1,375.90	16,173.
Essex.....		263.60	3,255.21	265.31	115.84	2,305.48	1,532.60	263.54	592.15	8,533.73
Franklin.....		40.	431.99	48.83	142.28	130.07	299.	387.	537.48	1,953.15
Fulton.....		23.95	275.	72.	9.55	301.76	216.	79.18	41.33	889.61
Genesee.....		6.46	650.81	130.95	50.	759.49	188.50	35.	60.50	1,881.87
Greene.....		21.50	1,075.	47.61	50.	682.17	380.50	35.	81.15	2,372.93
Hamilton.....		35.	1,850.95	6.98	25.	584.59	724.	36.	159.83	3,571.11
Herkimer.....		3.75	1,520.37	168.37	76.16	836.65	724.	36.	159.83	4,072.15
Jefferson.....		150.	1,625.07	522.68	78.	688.95	1,161.43	38.39	81.90	2,091.86
Lewis.....		80.	949.	107.95	107.50	438.12	353.	158.92	651.63	4,648.34
Livingston.....		231.40	1,035.92	107.61	707.17	918.78	498.20	57.25	333.08	4,013.95
Madison.....		77.55	1,737.72	433.12	293.18	1,474.05	537.50	66.44	344.11	5,560.53
Monroe.....		13.00	1,764.72	320.65	31.85	2,255.11	763.75	20.	157.92	2,987.04
Montgomery.....		134.25	1,327.33	142.15		2,553.91	951.48	80.62	1,939.54	35,405.10
Nassau.....		225.26	9,950.65	2,701.47	5,817.87	4,804.46	263.80	8.	496.54	3,082.75
Niagara.....		15.	746.60	388.48	362.94	801.42				

Oneida.....	24 29	219 95	3 040 63	2 634 98	813 32	1 386 09	980 91	75 50	265 18	9 480 85
Onondaga.....	293 82	184 34	3 175 72	1 227 38	767 41	2 289 62	1 088 25	392 71	186 41	9 605 06
Ontario.....	125 ..	41 22	3 175 72	267 97	26 16	1 191 59	297 ..	128 75	169 06	3 370 75
Orange.....	52 ..	49 65	3 571 60	1 025 31	813 19	1 498 47	1 822 02	763 73	1 105 99	10 701 96
Orleans.....	.....	75 ..	235 ..	115 10	.....	143 62	97 ..	3 ..	117 78	712 25
Oswego.....	.....	92 45	890 93	382 34	.....	613 18	220 45	5 ..	167 18	2 371 53
Otsego.....	.....	33 06	1 482 36	165 88	518 50	1 039 43	278 45	22 98	51 46	3 597 32
Putnam.....	5 20	148 63	330 83	221 96	61 86	415 02	555 ..	35 ..	160 91	2 132 24
Rensselaer.....	200 ..	47 90	605 ..	174 93	121 ..	476 35	311 50	165 29	73 14	1 975 11
Rockland.....	5 ..	154 90	2 958 60	425 48	250 ..	2 333 48	1 612 50	37 50	616 14	8 393 60
St Lawrence.....	.....	20 ..	1 698 16	158 87	51 40	1 030 94	708 71	37 50	169 23	3 774 30
Saratoga.....	.....	82 92	939 12	88 72	2 ..	1 372 70	582 50	27 50	246 89	3 292 35
Schenectady.....	.....	5 60	473 01	217 91	403 ..	1 272 61	585 ..	16 05	106 72	2 033 90
Schoharie.....	.....	.....	333 46	83 15	105 ..	36 44	104 ..	.....	32 ..	2 774 05
Schuyler.....	.....	.....	340 ..	113 49	208 80	503 29	185 ..	32 80	74 87	1 457 95
Seneca.....	.....	15 50	682 76	107 34	35 ..	806 32	232 66	5 ..	87 97	1 973 49
Steuben.....	.....	67 05	1 473 05	569 02	79 63	1 347 03	683 ..	45 47	327 16	4 353 41
Suffolk.....	155 25	746 13	7 900 61	1 344 93	2 119 25	3 977 23	4 704 12	418 64	2 744 78	24 140 94
Sullivan.....	.....	68 64	1 530 ..	383 36	405 12	1 284 67	903 53	69 38	920 40	5 625 10
Tioga.....	.....	1 25	440 ..	93 72	5 ..	560 27	77 80	15 ..	1 20 ..	1 194 24
Tompkins.....	35 ..	168 82	545 80	76 37	1 08 ..	133 23	84 93	36 63	18 37	1 100 23
Ulster.....	.....	32 45	945 ..	294 28	387 94	835 ..	849 19	35 25	325 55	3 704 66
Warren.....	.....	.....	1 210 ..	117 65	257 ..	494 60	1 132 60	64 75	165 21	3 441 81
Washington.....	5 75	10 50	1 232 13	189 41	.....	372 73	855 34	.....	294 69	2 960 54
Wayne.....	.....	524 49	1 735 65	1 212 20	525 ..	1 748 08	1 815 89	191 43	379 37	8 122 11
Westchester.....	604 ..	1 103 73	16 000 ..	1 773 90	1 915 65	7 766 93	4 466 51	1 401 32	2 102 26	37 134 41
Wyoming.....	.....	193 92	1 022 72	280 86	175 ..	606 28	245 30	63 84	484 20	3 072 06
Yates.....	.....	2 70	300 ..	43 35	.....	64 35	85 51	12 40	.....	510 94
Total.....	\$2 016 31	\$6 357 55	\$107 977 59	\$25 788 81	\$27 456 09	\$67 464 57	\$54 237 71	\$6 898 62	\$21 857 14	\$820 034 39

Lancaster	94 50	400	6 45	222 65	4 500	764 95	500	146 85	5 870 45
Lansingburg	14 75	1 200	77 41	1 401	3 750	3 059 47	400	797 68	7 608 11
Lawrence	27	2 040	96 75	55 54	6 000	1 031 11	1 500	304 29	13 825 19
Le Roy	25	25	34 50	25	5 200	25 32	313 76	54	5 513 91
Lynbrook	675	675	236 53	19 30	4 000	25 15	650	814 02	5 972 32
Malone	96 25	650	24 88	1 093 90	5 041 50	869 50	1 300	16	5 702 11
Manaroneck	175 25	1 000	105 41	284 01	3 041 50	641 73	271 50	5 25	10 399 67
Masena	71 75	1 254	21 85	149 03	4 500	1 708 08	400	814 02	5 494 84
Medina	93 25	500	1 04	274 45	3 600	1 393 70	550	6 454 67	13 261 89
Newark	17	600	85 01	689 61	4 200	1 72 41	750	35	6 439 50
North Tarrytown	8 75	400	80 01	804 60	4 000	1 002 31	500	3 17	7 871 89
Nyack	99 25	550	30 79	816 58	4 500	1 115 72	700	2	7 839 34
Ossining	487 50	500	1 730 60	383 26	3 200	1 125 85	360	55	7 287 76
Owego	137 38	500	1 076 75	296 45	3 800	1 285 26	600	15 50	7 721 59
Patehogue	5	218 35	23 16	104 06	3 900	742 40	880	1 25	5 961 06
Peekskill, district 7	96 50	200	55 33	122 07	3 600	44 74	500	58 76	4 645 23
Peekskill, district 8	5 62	600	55 33	355 85	5 500	2 859 59	300	182 18	11 900 41
Pelham Manor	1 033 91	613	90 71	462 67	2 750	101 07	250	61 89	4 278 04
Perry	480	480	89	550 53	3 500	138 40	200	7 60	6 154 18
Port Chester	230 70	350	350	2 375 25	4 000	1 095	1 200	2 75	9 239 25
Port Washington	36 75	100	50	876 90	4 250	2 375 27	650	2 75	9 318 75
Rockville Center	67 50	500	120 37	288 34	4 650	1 423 66	1 350	1 075	9 711 31
Roslyn	6 50	1 100	39 89	200	4 235 01	1 627 48	600	43 26	8 037 37
Saratoga Lake	6 50	1 150	8	207 27	3 000	867 61	460	40 12	7 869 88
Saugerties	65 50	1 136	291 02	237 78	3 107 64	298 21	525	75	3 941 20
Seneca Falls	17	499 92	67 93	1 103 42	3 500	1 694 80	456	60 05	3 899 13
Solvay	790	790	67 31	291 92	4 200	997 99	200	1 032 41	8 880 53
Scotia	17	500	11	594 55	4 360	449 13	900	51 32	5 632 76
Ticonderoga	200	200	34 88	90 16	3 600	1 426 35	1 440	217 40	7 446 71
Tupper Lake	400	400	7 10	289 52	3 648	1 426 35	474	13 40	6 970 66
Walden	375	375	7 10	50 85	2 799 99	962 92	400	117 03	4 824 92
Watford	40 69	360	50 55	143 50	2 600	89 46	400	37 20	4 200 17
Waverly	35 50	399 96	50 55	178 59	3 500	1 266 16	275	11 39	3 863 64
Wellsville				94 75	3 475	2 462	91	1 33	4 432 75
Whitehall				91	3 475	1 018 82	453		6 559 27
Total	\$4 208 22	\$32 589 47	\$2 574 94	\$26 728 27	\$253 241 99	\$55 865 20	\$33 800 04	\$16 181 94	\$434 606 08

a Including \$2405, salary as principal for 6½ months.

TABLE 6 (continued)
Financial statement showing payments in cities

CITIES	EXPENSES OF GENERAL CONTROL										TOTAL	
	SCHOOL ELECTIONS		BOARD OF EDUCATION AND SECRETARY'S OFFICE		LEGAL SERVICES	OTHER EXPENSES OF BUSINESS CONTROL	OFFICE OF SUPERINTENDENT OF SCHOOLS		ENFORCEMENT OF COMPULSORY EDUCATION, TRUANCY LAWS AND CENSUS ENUMERATION			OTHER EXPENSES OF EDUCATIONAL CONTROL
	SALARIES	OTHER OBJECTS	SALARIES	OTHER OBJECTS			SUPERINTENDENT'S SALARY	OTHER SALARIES AND EXPENSES	SALARIES	OTHER OBJECTS		
Albany.....			\$4 593 20	\$578 85		\$1 106 30	\$6 479 24	\$2 775 49	\$5 924 95	\$97		\$21 555 23
Amsterdam.....	\$330	\$349 20	2 095	901 75		595 41	4 950 42	5 907 42	3 200	105 93		18 434 74
Auburn.....	700	235 48	3 500			565 96	3 192 70	1 393 30	1 350	51		10 988 41
Batavia.....		2 75	1 800	206 20		2 059 11	3 438	4 613 86	900		\$47 35	10 203 47
Beacon.....							3 250	1 431 80	1 448	8 45		6 138 31
Binghamton.....			3 055 50	309 52		89 67	7 500	5 339 92	1 500		466 20	18 260 81
Buffalo.....			5 800	1 221 50	10 623 91	13 486 07	10 000	49 897 07	34 484 44	1 743 55	1 553 25	128 809 79
Canandaigua.....		37 25	100	2 65		95 25	4 350	1 160 81	750	8 05	255 94	6 759 95
Cohoes.....			1 558 31	26 83		411 65	3 000	1 387 14	960	75 67	48	6 360 08
Corning, district 9.....			1 083 33			237 11	4 000	1 539 75	612 50	18 35		7 491 04
Corning, district 13.....			250	41 12	402 40	12 08	3 000	217 50	200			4 321 82
Cortland.....				630 73			3 700	1 533 10	720	108 72		7 385 79
Dunkirk.....			2 084 97	860	946 74	602 34	4 500	2 576 75	3 255 52	801 96		12 070 25
Elmira.....	63	153 05				485 29	5 583 38	2 576 75	2 925	92 29		14 437 02
Fulton.....			400			292 80	4 700	1 668 64	1 042 50	777 08		8 481 02
Geneva.....						307 39	4 200	1 167 73	317 50	18 50		6 411 12
Glen Cove.....		11	750	128 85		261 12	5 500	3 403 88	1 700			10 603 88
Gloversville.....		474 25	1 458 34			366 72	4 000	1 251 99	900	45		7 337 26
Hornell.....		20 25	970			1 414 21	4 000	1 601 46	1 100	10		9 930 08
Hudson.....			998 56			505 88	3 650	1 191 90	1 000	1 521 45	46 81	6 969 04
Ithaca.....	186		1 473 48	402 72		763 82	5 665	3 458 52	696	3 50		12 705 50
Jamestown.....	140 50	91 75	2 100			625 51	5 500	7 764 52	2 100	107 27		18 429 55
Johnstown.....	69	217 54	500	56 67		673 71	4 000	1 605 58	450	14 71		7 587 21
Kingston.....						219 03	3 600	2 925 52	1 600	36 01		8 380 56
Laekawanna.....		62 25		575	1 593 26	666 74	3 800	2 288 98	2 715 45	407 92		12 109 60
Little Falls.....			150	63 68			3 699 96	1 180 58	114			6 138 19
Lockport.....	274 75	129 21	3 180	117 26	270 90	1 069 16	5 975	843 38	8 600	558 71		13 801 97
Long Beach.....			600			600	3 000		4 400			4 600
Mechanicville.....			562 30			298 01	3 125	1 702 14	1 349 99	56 70		7 094 14
Middletown.....			242 15	16		242 15	4 500	1 587 36	840	66 24		8 818 17
Mount Vernon.....		549 50	7 299 93	1 129 71		3 262 65	6 499 92	2 117 76	2 539 70	356 45		23 755 68

TABLE 6 (continued)
Financial statement showing payments in counties, excluding cities and villages under superintendents

INSTRUCTIONAL SERVICE													
COUNTIES	SUPERVISION					TEACHING							
	OTHER SALARIES PAID SUPERVISORS OF GRADES AND SUBJECTS	OTHER EXPENSES OF PRINCIPALS	SALARIES OF PRINCIPALS		OTHER EXPENSES OF PRINCIPALS AND OFFICE ASSISTANTS	OTHER EXPENSES OF PRINCIPAL'S OFFICE	OTHER EXPENSES OF SUPERVISION	SALARIES OF TEACHERS		TEXTBOOKS	OTHER SUPPLIES USED IN INSTRUCTION	OTHER EXPENSES OF INSTRUCTION	TOTAL
			OF PRINCIPALS	OF CLERKS AND ASSISTANTS				MEN	WOMEN				
Albany.....	\$1 300			\$134 61	\$140 77 .....	.....	\$55 627 20	\$179 405 64	\$195 62	\$1 069 41	\$5 337 70	\$226 396 34
Alegany.....	13 000	6 765		1834 61	431 70	\$154 82	47 562 07	308 732 38	679 60	5 645 76	9 933 20	386 315 53	
Broome.....	6 765	24 667		165 72	670 12	170 15	36 378 40	215 213 18	917 21	3 362 70	5 639 73	268 517 36	
Cattaraugus.....	13 866	24 667		262 22	338 11	170 15	69 524 04	391 879 04	1 834 15	7 628 05	7 580 59	304 110 86	
Cayuga.....	25 495	11 110		161 02	653 68	231 50	29 261 90	215 336 12	55 85	2 925 48	14 133 02	306 163 80	
Chemung.....	6 000	22 75		151 27	30 47	2 10	101 391 55	406 611 27	5 151 60	9 235 20	13 178 78	624 256 70	
Chenango.....	13 365 99			29 91	226 41	306 28	18 333 25	164 948 04	80 77	1 751 69	10 009 02	201 306 61	
Columbia.....	17 410			1 296 29	2 515 31	5 15	28 609 53	218 602 51	415 61	7 430 49	8 440 53	318 378 43	
Cortland.....	4 680			100	281 40	100 16	34 500 52	187 347 70	816 43	2 332 33	5 498 76	178 894 48	
Delaware.....	6 130			26 81 .....	.....	27 20	21 782	137 432 25	435 13	2 232 33	5 498 76	178 894 48
Dutchess.....	18 345			606	839 06	359 56	62 448 32	412 463 98	1 979 72	5 840 74	11 599 21	516 181 59	
Durham.....	8 652 50	5 62		693 91	390 45	693 91	292 499 63	5 627 53	6 602 26	25 847 18	33 736 23	369 220 63	
Essex.....	32 236 37			773 65	1 523 25	176 41	75 730 66	508 908 58	3 468 90	13 110 18	7 710 97	739 657 63	
Franklin.....	19 387 50	11 39		1 230	1 348 29	157 52	28 333 50	246 298 84	3 357 39	4 853 81	20 629 19	309 299 21	
Fulton.....	4 150 .....			.....	51 57 .....	.....	21 779	199 976 50	115 91	3 485 27	3 443 20	233 001 45
Genesee.....	1 500 .....			.....	134 06	12 50	14 205	85 851 70	140 45	1 376 40	1 672 27	104 892 38
Greene.....	4 559 74			55 44	85 02	74 82	32 737 73	151 510 16	1 204 46	3 363 56	3 907 48	197 504 35	
Hamilton.....	4 636 .....			.....	259 89	56 50	35 233 25	152 623 02	768 46	1 233 01	4 669 11	199 479 24
Herkimer.....	1 600 .....			.....	29 19 .....	.....	12 782	55 810 50	437 37	1 762 69	151 05	72 572 80
Jefferson.....	189 65	43 62		10 70	189 65	208 80	26 062	218 840 45	987 74	2 912 18	11 203 77	302 047 70	
Lewis.....	23 075			17 59	616 95	213 06	59 579 80	410 839 35	207 19	4 876 86	17 726 29	517 205 20	
Livingston.....	20 030 02 .....			.....	320 14 .....	.....	27 350 46	230 879	620 11	2 855 42	3 499 74	275 562 39
Madison.....	21 060	25 15 .....		.....	403 27	715 40	23 506 15	260 882 75	356 30	3 794 66	8 500 74	319 296 27
Monroe.....	22 500 60 .....			.....	349 66	101 66	26 768	271 813 33	415 94	5 178 63	17 544 93	341 871 57
Morris.....	14 700 .....			.....	284 60	203 32	39 065 50	349 501 53	739 67	4 845 40	20 629 19	429 591 71
Montgomery.....	12 689 99 .....			.....	917 81	49 55	26 644 99	165 381 48	2 754 16	3 104 46	3 216 49	214 760 13
Nassau.....	53 450	19 28 .....		.....	699 62	407 05	102 628 05	608 163 11	21 893 81	38 824 70	37 282	930 485 04
Niagara.....	11 568 .....			.....	120 84	67 29	16 800 50	213 698 87	1 532 91	3 616 15	18 882 48	296 286 95

	1 150		16 551 83	31 23	758 39	357 59	76 005 44	522 796 45	1 092 52	6 043 84	17 348 56	642 705 85
Oneida.....			31 234 47	409 35	691 79	279 27	48 730 18	479 193 75	1 762 13	7 860 04	15 461 57	580 664 15
Ontario.....		41	13 100	16 40	367 88	5 55	25 424 77	246 845 70	325 46	1 046 14	13 185 35	300 917 25
Orange.....	1 000		36 575	235 45	595 82	288 55	47 564 10	392 398 27	6 422 67	9 565 54	13 849 19	508 499 09
Orleans.....			2 690	99 36	25 24		17 297	149 628 89	134 75	3 068 14	5 486 42	178 399 80
Oswego.....	1 000		11 040		578 96	953 79	29 023	302 140 74	151 43	4 423 78	10 724 89	360 036 59
Potomac.....		3 64	10 685		377 34	540 10	46 701	310 882 70	764 45	3 697 56	11 444 33	385 130 34
Rensselaer.....			11 050		709 61	430 23	6 675	103 391 99	1 851 49	1 417 14	2 604 62	138 130 08
Rockland.....			3 735	16 32	51 18	5	27 752 20	143 616 26	132 43	1 824 60	6 831 28	184 124 27
St Lawrence.....	3 200	9 09	11 062 90	735	685 06	207 52	31 882 30	212 273 15	5 229 94	7 895 98	14 232 30	287 593 18
Saratoga.....			5 539		322 08	620 30	55 481 64	437 604 20	350 07	7 082 05	22 188 47	330 007 81
Schenectady.....			6 139 20		140 32	200	15 565 96	233 107 26	1 122 12	4 227 80	6 374 45	270 496 95
Schoharie.....	1 530		8 200	255	170 74		17 966 80	121 267 89	2 431 12	4 112 68	14 158 99	108 071 92
Schoharie.....			8 200	255	170 74	405 46	28 455 17	154 730 28	694 32	1 695 01	3 976 54	198 588 06
Schoharie.....			2 618				19 239 40	110 848 90	108 30	506 20	6 150 22	139 471 02
Schoharie.....			4 697 70	450	147 16	53 41	14 092 90	119 946 41	59 73	1 561 34	7 308 45	148 317 10
Stauben.....		17 93	21 550		791 93	53 80	45 213 38	401 974 26	319 52	6 591 85	9 692 54	486 006 60
Suffolk.....	666 67		62 020 32	4 704 28	2 323 19	854 04	94 434 42	724 672 69	14 435	24 750 28	36 771 03	965 724 92
Sullivan.....		103	15 808	1 004 30	624 50	402 74	88 428 72	279 431 44	2 851 51	3 106 13	4 067 07	375 724 41
Tioga.....			3 056		73 50	50 40	19 414 50	133 632 35	72 20	1 535 45	7 882 80	164 737 18
Tompkins.....			10 550		131 16	43	23 156 11	162 500 26	1 131 99	2 315 47	27 821 89	227 993 45
Ulster.....			8 930	403 12	305 37	1 304 75	37 223 02	232 916 33	555 21	5 842 25	18 956 05	326 456 10
Warren.....			2 063	18 60	38 20		14 873	135 843 20	732 07	1 135 82	2 282 28	157 988 18
Washington.....	1 000		7 882 20	116 14	74 03	199 50	23 562 38	909 762 81	963 33	2 802 75	10 400 68	316 763 82
Wayne.....	8 043 75	28 90	15 825	1 397 54	318 53	111 87	30 566 67	343 433 23	370 74	4 638 13	17 069 94	491 707 32
Westchester.....	11 400		66 175	7 413 04	1 676 78	512 55	90 431 73	749 985 09	22 584 39	37 118 42	46 615 37	1 033 910 39
Wyoming.....		100	11 233 33	140 27	571 74	170 27	39 964 67	226 351 60	227 72	5 214 29	5 993 71	239 907 60
Yates.....			2 350		81 44		15 188 40	97 765 96	31 16	334 52	1 638 40	117 329 88
Total.....	\$40 360 42	\$408 36	\$817 256 40	\$29 035 97	\$28 868 60	\$12 584 53	\$32 131 157 67	\$15 723 706 11	\$124 955 08	\$325 037 94	\$658 205 02	\$19 891 706 70

TABLE 6 (continued)
Financial statement showing payments in villages under superintendents

INSTRUCTIONAL SERVICE										
VILLAGES UNDER SUPERINTENDENTS	SUPERVISION					TEACHING				
	SALARIES PAID SUPERVISORS OF GRADES AND SUBJECTS	OTHER EXPENSES OF SUPERVISORS	SALARIES OF PRINCIPALS OF CLERKS AND OFFICE ASSISTANTS	OTHER EXPENSES OF PRINCIPAL'S OFFICE	OTHER EXPENSES OF SUPERVISION	SALARIES OF TEACHERS		TEXTBOOKS	OTHER SUPPLIES USED IN INSTRUCTION	OTHER EXPENSES OF INSTRUCTION
						MEN	WOMEN			
Albion.....			\$3 74	\$21 95	\$50 ..	\$10 200 ..	\$10 535 ..	\$25 23 ..	\$384 ..	\$72 169 92
Baldwin.....							52 472 50	1 990 73	1 536 12	56 699 58
Ballston Spa.....	\$1 651 50	2 530 ..				3 460 ..	30 192 40	119 36	800 75	39 013 80
Bath.....			308 11		21 72	5 300 ..	28 810 63	235 43	390 87	35 423 77
Bay Shore.....							58 057 84	1 341 54	2 265 ..	64 240 86
Carthage.....						3 200 ..	36 680 20	59 96	439 98	40 436 45
Catskill.....	400 ..			36 ..		2 200 ..	34 650 75		1 080 70	39 921 15
Danville.....				10 66 ..		9 000 ..	26 970 31	224 75	1 789 99	37 223 45
Depew.....	360 ..			66 ..		13 296 ..	42 740 ..	1 955 57	1 890 77	61 085 92
East Rochester.....	4 408 75			160 10		3 400 ..	36 906 25	115 99	339 25	48 895 95
East Syracuse.....				165 10		6 814 ..	41 870 31		749 65	49 893 97
Endicott.....	8 831 10	10 650 ..	29 90	84 06	118 81	6 759 25	140 097 61	1 989 90	701 75	109 658 04
Fairport.....			2 83			1 475 ..	41 571 ..	335 07	599 22	44 369 80
Frankfort.....	800 ..					3 418 ..	35 617 39	137 87	385 88	40 416 34
Fredonia.....	2 587 78	3 200 ..				5 545 ..	39 378 23	339 47	528 75	53 830 08
Freeport.....	2 675 ..	12 400 ..		135 13		7 784 50	127 086 76	3 036 17	2 879 85	156 466 37
Gouverneur.....		960 ..	950 ..	83 ..	264 40	3 700 ..	38 986 73	184 60	1 149 ..	46 448 23
Green Island.....				203 ..			19 796 43	474 41	256 92	20 739 69
Harrison.....			1 775 ..				49 289 92	1 827 49	2 639 94	55 637 35
Hastings-on-Hudson.....	1 215 84	2 055 31		88 03	483 ..	5 513 ..	52 778 04	1 885 91	1 827 31	66 083 39
Haverstraw.....			255 ..			1 800 ..	38 881 50	1 371 03	1 020 89	43 655 54
Hempstead.....	6 780 ..	8 050 ..	1 700 ..	470 35		17 300 ..	96 016 17	4 229 77	1 854 75	137 076 04
Herkimer.....	1 345 75	5 359 ..	91 43	10 38		2 737 29	85 558 07	3 300 93	1 129 40	97 011 62
Hoosick Falls.....			15 75			3 325 ..	38 210 ..	702 73	325 68	42 850 55
Hudson Falls.....	\$14 42	1 028 61		143 43	24 30	5 371 36	40 440 50	206 54	1 076 02	50 281 88
Huntington.....	1 362 50	7 200 ..			2 25	5 906 ..	78 828 48	2 866 49	2 717 51	99 649 23
Iliac.....	9 200 ..					3 177 ..	85 416 59		1 877 53	106 446 13
Johnson City.....	6 775 01	8 200 ..				4 500 ..	108 075 05	988 71	1 877 53	124 257 54
Kenmore.....			700 ..	421 63	47 19	6 150 ..	46 439 92	1 592 11	1 375 57	57 318 46
Lancaster.....		2 000 ..				3 800 ..	44 150 ..	102 93	1 850 10	52 628 69

Lansburg.....	4 810 ..	9 600 ..	1 000 ..	86 203 95	1 632 01	2 399 01	470 07	105 665 ..
Lawrence.....	6 281 ..	3 428 ..	14 961 75	125 869 46	5 044 55	6 332 98	39 68	103 608 67
Le Roy.....	1 800 ..	5 150 ..	4 400 ..	49 303 ..	372 44	1 436 12	39 68	55 551 24
Lynchbrook.....	1 200 ..	1 000 ..	4 560 ..	61 092 41	2 247 62	1 139 25	166 06	76 155 34
Malone.....	6 835 ..	10 100 ..	8 732 ..	59 391 66	699 32	1 543 95	253 51	73 809 23
Mamaroneck.....	1 912 66	1 300 ..	8 732 ..	95 432 50	4 680 07	3 683 20	584 43	130 047 20
Masena.....	1 200 ..	1 800 ..	5 578 ..	56 939 06	202 78	896 68	185 32	67 066 69
Medina.....	1 500 ..	4 675 63	10 866 50	58 984 98	306 68	1 544 89	690 66	74 361 21
Newark.....	2 714 88	3 800 ..	6 036 ..	56 888 63	749 50	1 689 65	346 62	76 752 90
North Tarrytown.....	3 500 ..	6 375 ..	6 200 ..	51 096 17	1 605 85	2 362 48	63 450	63 983 93
Nyack.....	2 590 ..	1 310 ..	8 605 ..	67 648 50	1 151 66	2 019 90	1 068 08	83 415 39
Ossining.....	1 175 ..	2 700 ..	7 613 ..	86 084 83	2 207 62	2 494 03	1 470 40	111 369 05
Owego.....	6 49 ..	4 600 ..	4 800 ..	34 475 ..	4 132 96	731 56	490 14	44 852 70
Patchogue.....	1 300 ..	3 800 ..	5 000 ..	64 510 ..	4 023 45	2 407 69	229 85	80 601 14
Peekskill, district 7.....	1 300 ..	2 700 ..	7 613 ..	62 369 25	1 474 93	1 232 97	229 85	76 993 13
Peekskill, district 8.....	1 300 ..	2 700 ..	7 613 ..	49 350 ..	1 924 64	5 375 36	552 82	55 632 52
Pelham Manor.....	10 753 48	10 753 48	1 950 ..	103 080 03	3 195 81	5 214 03	765 37	123 168 81
Penn Yan.....	1 250 ..	1 250 ..	5 100 ..	36 729 50	233 49	745 04	92 20	44 193 51
Perry.....	16 791 ..	16 791 ..	9 886 ..	37 248 ..	532 30	954 31	179 24	49 418 60
Port Chester.....	11 348 83	11 348 83	8 336 50	192 851 10	4 194 38	505 41	5 176 94	243 148 83
Port Washington.....	5 780 ..	5 780 ..	5 497 ..	71 887 78	3 355 81	8 677 41	1 675 41	108 313 08
Rockville Center.....	7 050 ..	6 875 ..	9 944 ..	73 216 15	2 329 72	1 481 77	568 46	93 751 33
Roslyn.....	9 073 25	2 265 50	6 410 ..	59 024 18	2 032 04	1 913 91	973 12	77 888 25
Saugerties.....	760 87	2 930 ..	1 400 ..	56 683 76	1 816 72	908 57	1 816 72	30 076 65
Scotia.....	11 475 ..	1 300 ..	7 690 ..	29 317 ..	1 148 10	793 04	204 80	30 076 65
Seneca Falls.....	4 337 20	1 300 ..	4 175 ..	53 686 21	57 86	1 403 81	175 05	65 825 94
Solvay.....	938 54	1 000 ..	15 433 75	49 768 73	335 96	777 55	239 63	55 296 87
Spring Valley.....	1 600 ..	1 600 ..	15 433 75	80 840 86	1 585 83	3 714 61	289 04	123 588 54
Tarrytown.....	1 000 ..	1 000 ..	15 433 75	42 515 04	720 61	515 48	220 74	55 336 42
Tianderoa.....	3 650 ..	850 ..	15 746 25	58 923 19	595 84	4 488 11	262 16	80 015 55
Tupper Lake.....	1 600 ..	1 600 ..	2 900 ..	40 574 61	112 44	621 12	222 46	46 369 17
Walden.....	1 600 ..	1 600 ..	3 940 ..	37 369 77	316 53	1 023 43	12 ..	42 661 73
Waterford.....	1 600 ..	1 600 ..	3 150 ..	38 161 81	880 07	860 94	94 28	45 217 ..
Waverly.....	1 600 ..	1 600 ..	3 150 ..	37 568 37	348 39	913 84	158 94	42 749 58
Wellsville.....	840 20	3 360 80	4 925 ..	42 791 69	1 014 09	1 917 52	110 40	50 738 70
Whitehall.....	840 20	3 360 80	8 119 ..	53 630 ..	462 88	773 07	74 26	64 659 21
Total.....	\$136 444 73	\$199 971 82	\$379 055 15	\$3 917 249 42	\$81 995 66	\$110 329 82	\$33 470 48	\$4 904 226 73

TABLE 6 (continued)
Financial statement showing payments in cities

CITIES	SUPERVISION					INSTRUCTIONAL SERVICE					TEACHING				TOTAL
	SALARIES PAID SUPER- VISORS OF GRADES AND SUBJECTS	OTHER EXPENSES OF SUPER- VISORS	SALARIES OF PRINCIPALS AND OFFICE ASSISTANTS		OTHER EXPENSES OF PRIN- CIPAL'S OFFICE	SALARIES OF TEACHERS		TEXTBOOKS	OTHER SUPPLIES USED IN IN- STRUCTION	OTHER EXPENSES OF IN- STRUCTION					
			PRINCIPALS*	ASSISTANTS		MEN	WOMEN								
Albany.....	\$37,583.29	\$164.11	\$77,813.31	\$1,142.04	\$171.47	\$96,516.23	\$701,295.15	\$21,522.26	\$20,053.66	\$2,102.71	\$558,019.23				
Amsterdam.....	13,442.10	81	36,279.10	1,129.42	71.21	13,602	230,023.93	3,621.04	8,019.34	1,673.71	300,862.69				
Auburn.....	6,245.25	407.22	2,184.72	2,873.45	28.26	38,537.96	263,807.83	1,723.21	6,421.35	211.73	313,441.01				
Babaria.....	5,208		3,252	1,083.15	89.03	7,525	125,723.96	3,320.92	2,572.31	833.77	149,622.77				
Beacon.....	4,865		7,775	19,269.13	257.26	2,204.50	60,482.27	1,571.04	3,259.40	519.61	81,152.92				
Binghamton.....	21,656.25	341.82	36,391	19,269.13	68.77	29,573	628,543.03	9,887.80	8,159.90	1,315.78	755,285.86				
Buffalo.....	103,087.80		251,725	9,012.80	72.49	671,112.91	4,656,016.74	90,076.40	167,506.40	43,616.17	5,992,781.42				
Canandaigua.....	230		4,336.75		210.02	9,499.81	81,425.63	1,252.24	1,827.87	188.47	76,535.09				
Cohoes.....	9,900	89.50	14,740		180.90	3,300	42,292.59	67.31	2,270.02	1,315.78	111,513.04				
Corning, district 9.....	3,319.45		4,989			9,197.50	39,745	1,938.79	1,491.14	149.17	61,010.69				
Corning, district 13.....						9,125	85,512.80	2,568.26	1,906.04	98.68	52,318.61				
Cortland.....	7,000	108.74	7,986			11,406.50	154,133.22	2,356.75	8,029.01	1,079.43	116,507.77				
Dunkirk.....	6,636.12	21.11	11,488.25	700	252.39	26,082.63	326,221.99	3,833.13	6,206.04	467.52	211,252.27				
Elmira.....	11,190	65.88	32,595	2,530	956.46	44,081.02	91,665.86	35.26	2,080.75	510.18	423,909.70				
Fulton.....	3,986.67		5,065.41	465		9,053.33	92,323.63	20.00	2,080.75	799.96	113,161.27				
Geneva.....	6,867		725			13,885	71,250.08	2,309.86	2,797.49	326	121,555.52				
Glen Cove.....			664	250	48.10	12,891	92,796.50	2,356.75	2,199.53	211.58	83,878.01				
Glen Falls.....	8,581		13,087.75	951.17	20.49	16,651.36	125,880.91	4,427.76	3,342.86	838.79	123,851.85				
Gloversville.....	1,712		11,207.65	1,375		6,392.66	139,412.05	4,609.19	5,497.90	571.54	157,421.65				
Hornell.....	11,353.09		3,650	1,327.09	21	12,629.25	346,970.11	9,615.71	5,383.06	398.27	137,421.65				
Ithaca.....	11,055	22.20	12,691.26	1,335.26	332.38	12,629.25	346,970.11	9,615.71	5,383.06	398.27	137,421.65				
Johnstown.....	11,097		27,680	2,133.26	376.17	26,794.73	87,902.95	2,626.74	12,204.20	581.24	410,759.67				
Kingston.....	8,671	250.98	15,280	1,351.25	447.55	11,208.78	133,449.23	4,872.69	4,493.82	202.70	107,981.33				
Laekasana.....	8,920.90		10,400	38.27	9.64	20,357.81	116,800.93	2,130.36	6,462.15	2,018.08	192,963.77				
Little Falls.....	1,805	65.18	6,791.26		37.17	14,061.87	78,211.80	730.36	2,311.81	392.51	101,468.86				
Lockport.....	10,432.49	3	17,497.14	551.72	88.07	12,207.65	108,523.37	2,707.08	4,688.98	826.80	226,896.93				
Long Beach.....						500	13,050	1,000	1,400	1,500	17,450				
Medanville.....	7,913		5,921.48	135.80	21.47	6,235	92,784.96	2,465.51	2,929.58	138.45	116,536.28				
Middletown.....	8,738.97		15,075.69	672	331.88	9,091.25	94,135.66	2,206.06	2,700.10	574.38	133,581.28				
Mount Vernon.....	15,817.78	180.95	47,333.80	7,671.32	191.18	56,821.30	597,250.42	12,811.59	20,397.73	2,351.95	760,696.84				
New Rochelle.....	23,921.25	25.59	30,063	10,375.91		59,296.13	475,681.56	23,428.27	16,429.03	2,105.90	641,520.82				
New York.....			1,688,079.21				108,011,115.13	991,669.27	17,474.54	420,333.66	77,989,192.35				
Newburgh.....	14,582.48		16,816			18,802.02	210,205.53	12,092.49	12,007.68	373.15	285,410.35				
Niagara Falls.....	22,698.70	1,916.41	43,667	2,239.98	371.17	41,132.25	519,513.17	15,051.31	17,681.90	1,597.47	608,932.39				

North Tonawanda...	17 139 19	16 338	7 711	93 044 48	2 813 20	4 851 61	375 261	142 872 74
Aurora	4 400	9 700	3 450	61 550 98	346 76	1 396 86	291 67	80 927 54
Edenburg	3 350	12 511 25	6 309 58	66 489 70	...	500 81	594 89	89 756 23
Jean	10 602 25	294 18	18 420 70	177 821 52	2 655 49	4 809 93	726 37	230 548 15
Jenetta	1 550	6 600	6 808	74 795 50	930 55	1 475 99	1 093 29	94 079 38
Jenetta	10 819 33	9 643 66	511 67	314 17	2 575	3 066 03	720 21	92 600 07
Jesego	9 267 12	970 82	295 66	550	12 448 66	45 89	4 624 44	174 680 73
Pittsburg	2 800	3 200	93 44	13 307	53 733	295 11	311 07	78 097 32
Port Jervis	3 964	3 890	471 65	11 98	79 015 01	2 092 61	314 07	102 389 17
Poughkeepsie	15 300	2 256 50	34 390 62	221 788 75	10 763 60	7 143 45	1 392 65	321 628 11
Tennselaer	5 350	6 100	146 74	84 077 85	4 168 33	3 043 23	541 43	103 827 25
Tennselaer	215 476 94	10 809 37	502 159 88	704 843 81	23 615 13	96 589 56	19 922 50	3 823 826 83
Tome	6 300	2 368 49	600	185 790 78	1 512 31	5 309 67	123 40	226 220 93
Salamanca	874	2 900 49	142 23	14 605 65	185 790 78	1 512 31	384 51	83 665 91
Saratoga	3 504 15	6 332 77	93 88	18 923 75	69 419 37	1 412 46	291 30	119 333 48
Schenectady	32 031 30	70 412 25	733 87	9 559 16	94 604 26	2 487 99	717 30	103 827 25
Syracuse	16 900	99 735 85	5 950	74 273 10	834 900 60	18 570 24	725 94	1 065 187 23
Tonawanda	6 700	4 925	1 730 96	237 297 80	1 118 776 57	12 197 72	1 865 24	1 508 998 08
Troy	21 631 00	39 506 75	1 050	67 094 61	2 034 47	1 853 66	115	84 814 77
Union	18 715 15	58 755 88	48 601 53	366 055 26	1 987 15	7 325 11	567 99	487 605 24
Watertown	8 074 09	21 738 96	1 761 67	84 401 73	750 904 96	3 610 89	921 06	947 477 15
Westervelt	3 500	1 733 40	190 51	2 534 50	2 350 19 19	4 191 80	1 759 83	271 491
White Plains	22 225	6 581 61	42	2 816 60	87 704 54	3 553 15	400 60	98 601 50
Workens	113 626 98	32 184 97	259 34	55 602 76	297 465 14	4 322 08	1 603 75	433 601 80
Workens	92 191 72	35 165 91	27 62	163 240 13	1 291 525 27	23 152 34	51 831 36	1 732 499 90
Total, cities...	\$964 743 99	\$15 950 72	\$22 018 44	\$19 705 65	\$588 491 381 50	\$2 390 503 24	\$533 194 86	\$105 004 114 04
Total, villages...	136 444 73	313 61	1 471 89	379 055 15	3 947 249 42	81 995 66	110 329 82	4 904 226 73
Total, towns...	40 360 42	\$17 256 40	29 038 63	12 584 33	15 723 796 11	124 935 08	638 203 62	19 891 766 70
Total, State...	\$1 141 549 14	\$16 732 69	\$51 762 07	\$5 172 685 58	\$108 162 427 63	\$2 597 433 98	\$1 224 870 96	\$129 800 047 47
SPECIAL SCHOOLS								
Hunter Coll., (h. s.)								
N. Y. State Coll. for Teachers, Albany								
N. Y. State Coll. for the Education of the Blind								
N. Y. State Sch. for the Blind, Bervin								
Tennselaer Harris Hall (prep. dept. of City of N. Y.)								
Total, special schools...								
a Including salaries of men teachers, b Including salaries of men teachers for the city of New York.								

² Including salaries of men teachers. ^b Including salaries of men teachers for the city of New York.

TABLE 6 (continued)
Financial statement showing payments in counties, excluding cities and villages under superintendents

COUNTIES	OPERATION OF PLANT								TOTAL
	WAGES OF JANITOR AND OTHER EMPLOYEES	FUEL	WATER	LIGHT AND POWER	JANITOR'S SUPPLIES	GENERAL CARE OF GROUNDS	SERVICES OTHER THAN PERSONAL	OTHER EXPENSES OF OPERATION	
Albany.....	\$14,018.71	\$17,109.55	\$581.71	\$125.94	\$1,457.59	\$38.92	\$80.64	\$797.23	\$34,512.12
Albany.....	16,074.17	23,723.30	611.94	910.11	2,320.27	252.37	539.51	1,056.03	46,491.40
Broome.....	12,670.75	18,891.22	439.21	555.02	1,554.22	122.21	55.75	35.23	35,231.22
Cattaraugus.....	26,487.94	33,325.40	1,101.81	571.99	5,219.61	437.89	359.65	519.71	69,845.60
Cayuga.....	11,372.05	20,249.80	132.85	527.16	1,776.16	8.50	63.12	453.74	34,593.41
Chautauqua.....	32,432.63	42,066.23	892.13	3,315.60	5,786.19	92.11	498.29	2,392.69	87,445.76
Chemung.....	12,597.92	20,712.64	259.52	755.51	1,150.02	6.11	513.16	92.28	25,497.28
Chenango.....	19,339.14	27,984.32	539.40	702.90	2,574.95	59.25	183.77	372.90	37,773.78
Columbia.....	13,507.13	20,764.58	197.50	15,213.75	2,430.08	385.78	80.05	3,791.11	83,851.62
Columbia.....	5,925.11	9,930.95	164.49	914.05	1,441.70	40.25	11.50	14.23	36,857.93
Columbia.....	18,535.63	31,496.84	2,015.04	2,641.20	1,048.52	4.30	211.09	752.57	15,267.44
Delaware.....	21,537.98	26,940.95	636.65	845.83	2,382.70	125.90	315.03	876.14	57,417.87
Dutchess.....	51,066.08	50,522.75	2,275.83	5,130.55	2,542.08	186.50	225.94	3,393.64	56,309.87
Essex.....	21,666.66	28,593.75	1,014.98	3,106.34	7,131.82	2.14	606.46	500.95	119,440.95
Franklin.....	12,030.93	17,720.75	437.50	459.41	1,736.32	98.80	495.15	752.81	58,989.42
Fulton.....	3,851.34	6,816.79	38.11	324.80	688.83	16.20	10.11	212.30	32,741.88
Greene.....	9,811.25	13,662.35	15.14	297.89	2,059.40	24.63	45.60	708.22	26,624.48
Greene.....	9,501.61	14,155.98	315.11	430.35	2,939.29	51.11	25.11	114.12	25,535.38
Hamilton.....	4,713.80	3,991.90	67.50	248.88	616.11	5.11	5.11	38.26	9,681.43
Hamilton.....	15,128.99	22,046.20	284.82	857.88	2,243.59	219.63	558.26	2,040.55	43,400.22
Jefferson.....	20,054.11	40,645.37	1,718.74	1,618.32	3,622.02	129.89	214.27	331.81	68,887.53
Lewis.....	9,416.65	14,745.15	285.04	712.58	1,915.51	71.20	364.78	831.31	27,871.92
Livestock.....	14,385.85	23,588.63	380.87	662.77	3,001.28	156.43	729.73	476.35	43,381.91
Madison.....	15,716.51	23,843.31	809.01	1,665.17	2,483.49	157.10	251.67	764.22	47,780.48
Monroe.....	28,748.32	43,919.38	1,561.76	2,400.37	4,194.98	93.77	369.13	1,193.74	82,172.45
Montgomery.....	11,529.61	16,524.61	281.60	845.15	2,111.52	312.35	140.18	906.52	32,662.29
Nassau.....	74,004.13	63,598.65	2,705.27	9,325.43	2,437.31	580.11	907.05	1,411.22	169,059.66
Nassau.....	18,128.79	23,708.87	2,777.98	1,179.47	2,750.97	151.80	28.21	430.01	47,143.23
Oneida.....	31,568.82	45,652.86	1,471.82	3,494.48	5,224.90	205.41	443.82	1,362.33	86,298.45
Ontario.....	32,460.62	51,625.17	1,213.36	2,493.44	5,196.42	702.21	588.15	1,626.53	96,356.10
Ontario.....	11,701.55	21,163.89	483.92	1,132.72	2,585.67	192.40	718.46	1,636.13	43,821.91
Orange.....	33,756.85	37,272.92	709.64	1,868.97	4,165.09	84.35	91.24	2,125.49	80,898.77
Orange.....	7,999.65	16,375.36	85.50	593.25	1,437.51	.....	.....	47.11	26,650.34

Oswego.....	12 112 45	22 192 02	130 98	960 53	2 570 56	50 51	250 85	416 26	38 714 19
Otsego.....	17 659 35	28 074 55	993 27	1 134 54	2 075 96	137 93	232 20	622 10	50 929 90
Putnam.....	8 213 80	9 182 03	159 36	716 60	826 08	50	247 61	35	19 360 98
Rensselaer.....	11 079 04	13 531 24	79	280 90	996 10	29 20	152 63	194 32	26 342 45
Rockland.....	22 910 51	46 165 59	825 29	1 590 46	1 679 30	174 68	798 49	503 72	47 991 26
St Lawrence.....	23 692 74	18 320 87	304	1 518 57	2 442 41	113 91	32 54	1 806 62	76 083 04
Saratoga.....	13 682 74	12 820 42	1 779 74	806 16	1 660 39	131 10	208 10	479 68	38 308 78
Schenectady.....	19 284 50	12 891 32	54 47	1 099 04	1 174 96	28	64 25	346	28 022 04
Schoharie.....	7 135 73	12 726 16	241	738 39	1 056 24	51 56	67 67	708 68	22 815 45
Schuyler.....	5 716 10	467 62	245 02	448 32	2 322 36	53	219 97	1 113 32	17 366 04
Seneca.....	17 209 10	13 505 50	689 64	521 53	1 335 21	27 47	292 85	362 63	23 871 14
Steuben.....	17 400 60	32 057 25	368 71	1 253 54	3 068 07	62 85	1 903 05	1 903 05	56 423 42
Suffolk.....	73 677 42	78 541 12	1 714 58	3 981 34	7 544 94	997 71	1 207 78	1 675 11	169 343 03
Sullivan.....	17 455 30	23 986 24	647 70	988 47	2 629 93	151 01	151 31	404 54	46 414 50
Tioga.....	5 863 22	9 790 48	656 89	338 87	900 18	5	12	78 61	16 985 25
Tompkins.....	8 728 84	17 363 40	186 10	671 72	1 273 48	94 35	182 09	403 33	28 903 31
Ulster.....	16 204 04	21 557 91	25 99	538 84	1 948 29	20 72	133 28	300 58	40 779 65
Warren.....	9 211 56	12 073 17	262	441 41	1 983 61	403 25	225 22	411 32	23 403 07
Washington.....	14 874 50	19 794 04	410 20	2 017 71	1 532 13	149	713 58	1 179 26	40 436 31
Wayne.....	20 084 54	32 273 33	401 53	2 556 08	3 447 18	2 878 63	2 844 53	1 481 79	61 107 93
Westchester.....	83 591 85	66 739 43	5 037 07	9 402 86	8 560 57	152 80	495 05	1 217 61	180 272 85
Wyoming.....	12 898 10	19 920 51	327 31	1 039 88	1 737 53	3	98 25	777 41	37 358 59
Yates.....	3 194 07	6 901 56	9	45 89	661 80	3	98 25	308 35	11 221 92
Total.....	\$1 081 678 16	\$1 451 126 01	\$39 098 22	\$101 085 41	\$149 904 23	\$12 982 78	\$18 761 06	\$49 343 33	\$2 903 979 20

TABLE 6 (continued)
Financial statement showing payments in villages under superintendents

OPERATION OF PLANT									
WAGES OF JANITOR AND OTHER EMPLOYEES	FUEL	WATER	LIGHT AND POWER	JANITOR'S SUPPLIES	GENERAL CARE OF GROUNDS	SERVICES OTHER THAN PERSONAL	OTHER EXPENSES OF OPERATION	TOTAL	
Allion.....	\$1 371 20		\$1 288 55	\$142 97	\$10 ..	\$112 12		\$8 269 84	
Baldwin.....	2 629 66	\$109 70	360 16	514 81		253 47		8 890 58	
Ballston Sp.....	3 213 26	120 ..	507 06	436 18	11 56	188 68	\$17 18	6 908 86	
Bath.....	1 669 90		422 95	48 22			35	3 715 02	
Bay Shore.....	4 110 09		906 55	406 22				10 571 05	
Carthage.....	2 366 67		425 40	356 17		87 75	41 26	4 917 99	
Catskill.....	2 990 77	233 49	420 19	258 22	138 25		59 72	6 720 64	
Dansville.....	2 469 01	91 44	517 38	347 21	81 25	79 60		7 272 74	
Dewey.....	4 572 ..	315 40	720 05	735 53				10 345 85	
East Rochester.....	3 803 89	315 40	720 05	735 53				9 297 72	
East Syracuse.....	4 493 55	161 59	753 02	653 93	198 98			10 345 85	
Endicott.....	2 514 41	20 ..	586 65	512 53		80 38	17 25	9 297 72	
Fairport.....	6 010 61		1 088 83	1 473 22				7 300 51	
Frankfort.....	3 391 78	110 38	392 83	169 45	1 75	531 12	302 31	19 221 89	
Frederick.....	4 502 35	178 87	332 02	117 59	29 40	226 62	31 26	7 177 72	
Freeport.....	6 920 88		741 46	604 48		418 31		7 162 83	
Gouverneur.....	8 975 78	60 ..	580 44	470 13		712 82	50 59	13 135 71	
Green Island.....	6 286 01	171 ..	591 21	861 50	52 ..	38 ..	186 92	12 167 24	
Harrison.....	1 330 38	119 17	78 82	137 54		2 ..		3 531 31	
Hastings-on-Hudson.....	3 424 70	351 84	300 87	433 01			838 35	8 412 83	
Ilwaco.....	2 753 75		634 99	245 16				6 453 40	
Ilwaco.....	2 613 78	228 77	756 71	725 80		87 50		6 824 16	
Kenmore.....	13 184 58	90 ..	2 227 21	602 52		514 76		25 792 ..	
Loosick Falls.....	5 742 55	661 01	1 363 26	954 76		151 17	3 ..	16 209 13	
Ludlow Falls.....	3 680 85	213 75	52 06	206 88	56 25	11 12		5 083 17	
Lundon Falls.....	5 258 31	461 02	474 24	250 08	4 75	233 56		11 374 96	
Lyon.....	5 433 31	1 141 27	604 74	172 93	15 50	107 99	209 90	16 270 26	
Johnson City.....	7 012 83		492 28	545 34			355	11 296 88	
Kenmore.....	11 326 95	508 46	1 337 37		639 45	29 44	449 56	20 468 38	
Lancaster.....	5 331 46	62 88	366 78	274 24		156 58		11 613 20	
Lansingburg.....	2 631 36	218 36	230 97	283 24		127 39		3 731 25	
Lawrence.....	6 420 ..		1 171 08	653 79		152 97	356 05	14 829 80	
Le Roy.....	12 209 84	662 94	2 201 37	2 873 06		492 12	131 38	32 584 94	
Lynbrook.....	2 856 20	450 47	1 396 92	730 61				7 324 34	
Lynbrook.....	7 011 31	212 15	691 81				16 ..	14 136 10	

Malone.....	4 722 75	14 402 89	322 ..	535 07	426 02	555 60	20 964 33
Manorock.....	9 624 80	7 469 59	611 92	1 098 95	995 39	25 50	20 301 16
Massena.....	5 302 52	4 484 31	..	1 086 18	786 43	70 20	11 951 48
Medina.....	2 623 33	2 623 03	2 30	634 51	375 56	4 ..	8 252 24
Nevada.....	5 001 ..	5 190 28	348 33	1 705 06	1 217 71	13 28	11 091 45
North Tarrytown.....	2 965 78	3 070 98	..	422 35	18 90	228 60	7 028 ..
Nyack.....	3 742 96	3 481 19	252 51	615 70	345 86	2 ..	8 586 52
Oswego.....	6 506 ..	5 061 77	395 30	1 711 50	439 92	..	14 400 76
Owego.....	2 700 ..	3 043 23	..	1 045 17	253 78	..	7 387 93
Tatohque.....	6 496 75	4 732 57	..	543 23	405 ..	284 08	12 841 63
Peekskill, district 7.....	6 951 ..	4 972 02	352 55	512 58	406 49	..	12 749 43
Peekskill, district 8.....	3 300 ..	2 976 08	134 37	70 85	459 90	..	6 927 38
Pelham Manor.....	10 678 66	12 440 90	844 30	2 189 41	952 02	957 84	28 070 13
Penn Yan.....	1 868 75	4 373 30	193 67	515 44	425 63	..	7 490 99
Perry.....	2 849 ..	9 868 68	20 54	433 08	492 30	..	29 090 51
Port Chester.....	12 014 63	12 040 24	566 74	1 728 62	1 059 18	103 98	6 742 55
Port Washington.....	10 341 57	9 98 50	1 ..	4 039 16	2 064 28	208 26	28 559 66
Rockville Center.....	6 458 67	7 147 39	107 20	705 08	746 35	..	15 793 45
Roslyn.....	6 100 30	9 421 51	86 63	909 26	519 ..	..	17 352 85
Saranac Lake.....	6 568 49	4 853 79	210 ..	826 24	316 24	4 73	13 342 37
Saugerties.....	2 130 ..	2 440 80	175 ..	958 71	317 52	..	5 936 98
Scotland.....	3 754 68	4 819 61	115 96	725 24	631 52	..	10 437 42
Seneca Falls.....	3 152 51	2 719 17	..	577 16	457 03	..	6 781 29
Solvay.....	7 672 10	4 419 65	270 39	1 384 07	1 276 52	216 15	13 780 97
Spring Valley.....	3 225 42	4 808 21	131 38	641 53	236 56	..	9 449 12
Tarrytown.....	5 256 88	3 481 11	179 54	1 218 77	306 49	..	10 682 45
Teondroga.....	4 260 ..	3 911 74	200 ..	593 24	678 99	4 50	9 648 47
Tupper Lake.....	4 099 64	3 876 58	388 14	501 60	150 88	333 15	7 598 52
Walden.....	1 908 61	4 441 76	382 50	587 16	242 53	186 64	7 509 76
Watford.....	2 120 60	4 121 79	97 66	259 34	254 09	196 ..	6 929 27
Waverly.....	5 290 ..	5 892 60	333 12	876 99	628 58	500 32	13 497 61
Wellsville.....	5 730 04	4 276 37	230 07	907 34	383 71	99 91	11 627 67
Whitehall.....	3 886 98	5 082 53	348 18	591 21	422 79	138 92	10 681 98
Total.....	\$224 991 33	\$346 317 74	\$15 337 52	\$55 180 96	\$36 813 58	\$2 742 32	\$30 888 96
						\$13 474 65	\$6 030 86

TABLE 6 (continued)
Financial statement showing payments in cities

CITIES	OPERATION OF PLANT								TOTAL
	WAGES OF JANITOR AND OTHER EMPLOYEES	FUEL	WATER	LIGHT AND POWER	JANITOR'S SUPPLIES	GENERAL CARE OF GROUNDS	SERVICES OTHER THAN PERSONAL	OTHER EXPENSES OF OPERATION	
Albany.....	\$60 708 92	\$67 873 45	.....	\$6 914 16	\$5 503 11	\$105 72	\$0 612 09	.....	\$147 611 73
Amsterdam.....	15 686 28	18 551 97	.....	3 123 69	4 089 86	.....	1 787 42	\$1 129 43	42 776 95
Babylon.....	25 077 63	12 607 36	\$705 90	4 021 62	1 677 06	.....	.....	1 18	45 878 17
Batavia.....	9 255 60	11 345 46	143 67	802 98	845 37	.....	855 37	.....	23 032 42
Beacon.....	5 432 95	6 334 67	85 75	906 70	940 98	.....	815 35	1 15	14 517 50
Binghamton.....	65 709 90	30 124 89	.....	6 310 19	5 661 15	32 25	829 25	.....	108 667 63
Buffalo.....	483 320 11	243 867 41	47 000	.....	21 028 29	.....	11 187 70	4 240 19	810 653 79
Canandaigua.....	5 142 99	11 870 18	144 57	441 50	516 53	.....	378 66	.....	18 514 42
Cohoes.....	10 144 92	7 662 77	.....	688 67	269 85	8 63	2 65	.....	18 737 47
Corning, district 9.....	3 931 62	5 597 26	15	634 29	255 30	156 20	.....	.....	10 567 67
Corning, district 13.....	2 909 95	2 334 80	.....	125 02	436 94	.....	122 54	17 60	16 455 94
Cortland.....	5 307 62	9 430 79	349 35	1 336 67	237 01	.....	806 72	518 15	17 229 59
Dunkirk.....	13 848 86	11 897 87	180 69	1 941 38	833 31	82 30	.....	.....	31 290 29
Elmira.....	21 371 87	25 340 85	.....	2 773 04	2 100 75	224 45	944 29	750 28	52 755 25
Fulton.....	5 300	8 362 21	5 81	1 244 12	465 83	.....	557 27	.....	16 128 28
Geneva.....	5 359 73	8 919 86	362 39	542 32	987 95	.....	.....	4 39	16 734 01
Glen Cove.....	7 001	2 807 09	382 84	505 65	375 40	56 30	.....	8 40	11 136 68
Glens Falls.....	5 951 63	5 381 65	.....	1 332	701 48	11 55	492 59	.....	13 870 90
Gloversville.....	11 225	14 469 07	.....	1 683 49	783 28	52 50	279 90	1 057 88	29 501 12
Hornell.....	9 308 65	10 010 02	.....	1 836 96	841 11	21 25	1 413 69	79 18	23 540 86
Hudson.....	4 368 45	3 596 49	.....	565 46	667	.....	500 28	.....	9 697 68
Idahe.....	14 326 77	9 443 60	1 160 61	4 051 54	1 619 99	74 75	435 23	407 62	31 530 11
Jamesstown.....	38 460 57	39 465 68	3 361 30	5 185 62	1 601 30	1 058 60	2 405 63	.....	91 511 70
Johnstown.....	6 625 70	12 309 25	.....	1 322 58	696 15	.....	619 47	200	21 743 15
Kingston.....	12 499 35	8 661 04	763 30	2 467 39	2 165 88	1 752	.....	636 88	29 501 57
Lackawanna.....	12 572 78	10 298 03	953 51	800 98	414 91	.....	.....	.....	25 587 12
Little Falls.....	5 848 69	491 95	.....	1 294 39	911 26	410 54	.....	.....	21 041 39
Longport.....	17 574	19 668 84	1 114 10	3 589 08	1 725 52	49 65	132 61	683 84	44 537 64
Long Beach.....	1 500	1 200	.....	.....	300	500	.....	.....	4 100
Mechanicville.....	7 957 75	6 698 92	327 91	1 630 29	1 456 38	.....	907 71	.....	18 378 96
Middletown.....	10 097 50	5 169 84	1 421 27	1 421 27	1 055 89	.....	.....	1 249 91	19 920 13
Mount Vernon.....	46 139 22	20 730	4 088 14	9 431 77	3 547 47	300	.....	.....	84 236 60
New Rochelle.....	54 386 17	24 963 65	3 517 66	6 284 54	6 392 31	1 267 74	2 103 02	.....	98 915 09

New York.....	1 329 169 93	13 786 08	1 789 41	1 303 71	139 211 27	1 035 87	655 04	4 752 766 10
Newburgh.....	2 543 89	2 961 96	9 447 30	3 823 66	3 823 66	2 121 41	163 35	20 289 88
Niagara Falls.....	12 278 47	8 855 90	3 291 49	1 413 99	1 413 99	125 60	298 53	97 928 19
North Tonawanda.....	8 860 75	8 300 87	914 06	461 92	461 92	686 30	901 07	27 849 15
Norwich.....	5 305 06	1 004 68	688 11	882 37	882 37	304 41	19 753 63	14 362 53
Ogdensburg.....	8 812 43	1 519 63	2 613 41	2 349 64	2 349 64	706 20	39 971 44	19 753 63
Olean.....	18 268 90	13 290 23	726 92	1 164 13	1 164 13	549 27	14 432 97	39 971 44
Oneida.....	6 116 50	6 146 29	1 152 49	1 713 54	1 713 54	212 76	14 576 89	14 432 97
Onondaga.....	6 140 75	4 429 08	883 61	1 079 65	1 079 65	511 74	30 799 33	14 576 89
Oswego.....	15 429 75	12 853 47	225 09	1 183 16	1 183 16	292 10	18 619 71	30 799 33
Port Jervis.....	7 975 50	7 422 47	334 ..	3 068 95	3 068 95	2 406 98	18 619 71	18 619 71
Poughkeepsie.....	7 032 57	8 691 34	334 ..	3 068 95	3 068 95	502 98	18 619 71	18 619 71
Rensselaer.....	18 925 33	5 995 16	464 09	36 169 33	36 169 33	820 98	40 124 90	18 820 99
Rochester.....	267 010 67	183 455 98	21 812 01	2 748 97	2 748 97	13 042 88	541 499 27	40 124 90
Rome.....	9 791 17	15 114 91	767 33	411 99	411 99	290 43	13 781 11	541 499 27
Salamanca.....	5 545 24	4 567 66	160 ..	1 193 36	1 193 36	753 87	12 014 06	13 781 11
Saratoga.....	90 813 47	63 955 17	160 ..	16 722 02	16 722 02	2 022 65	20 862 84	12 014 06
Schenectady.....	109 658 89	78 822 85	9 909 75	3 672 33	3 672 33	298 96	174 696 06	20 862 84
Syracuse.....	6 685 ..	9 909 75	989 56	1 805 75	1 805 75	1 221 73	197 465 45	174 696 06
Tonawanda.....	43 095 44	22 113 44	3 672 33	1 489 21	1 489 21	900 ..	19 390 06	197 465 45
Troy.....	54 776 ..	32 339 03	11 147 13	3 300 10	3 300 10	642 60	71 891 11	19 390 06
Utica.....	21 738 93	19 267 18	3 173 41	1 463 58	1 463 58	72 25	113 752 30	71 891 11
Watertown.....	6 942 61	8 333 71	612 46	688 38	688 38	2 213 80	49 424 98	113 752 30
Watervliet.....	33 323 08	22 759 98	2 811 09	2 649 16	2 649 16	304 26	16 048 41	49 424 98
White Plains.....	67 275 50	71 277 44	13 111 66	5 945 18	5 945 18	1 187 76	67 708 42	16 048 41
Yonkers.....	82 712 904 08	\$122 653 84	\$196 198 88	\$295 065 83	\$295 065 83	\$9 793 78	\$8 552 388 29	67 708 42
Total cities.....	324 991 33	346 327 74	15 337 52	36 813 58	36 813 58	13 474 65	800 888 96	\$8 552 388 29
Total villages.....	1 081 678 16	1 451 126 01	39 098 22	101 085 41	149 904 23	18 761 06	49 343 33	800 888 96
Total, towns.....	\$6 537 997 77	\$4 510 347 83	\$177 089 58	\$352 465 20	\$481 813 64	\$25 518 88	\$76 862 57	2 903 979 20
Total, State.....								\$12 257 256 45
SPECIAL SCHOOLS								
Hunter Coll. (h. s. dept.) N. Y.....								
Milne H. S. (dept of N. Y. State Coll. for Teachers), Albany.....								
N. Y. Inst. for the Education of the Blind, N. Y. State Sch. for the Blind, Batavia.....	\$33 839 21	\$7 329 07	\$2 065 44	\$670 40	\$670 40	\$943 ..	\$21 339 53	\$84 573 25
Townsend Harris Hall (prep. dept., Coll. of City of N. Y.).....	3 326 ..	9 806 40	1 188 17	715 ..	715 ..	\$1 216 20	1 085 88	21 715 19
Total, special schools.....	19 617 15	8 334 ..					432 ..	29 098 15
Total, all schools.....	\$59 382 36	\$25 469 47	\$3 253 60	\$1 385 40	\$1 385 40	\$1 216 20	\$22 857 41	\$115 386 59

TABLE 6 (continued)
Financial statement showing payments in counties, excluding cities and villages under superintendents

COUNTIES	MAINTENANCE OF PLANT										TOTAL
	REPAIRS TO GROUNDS AND BUILDINGS		REPAIR AND REPLACEMENT OF EQUIPMENT					OTHER EXPENSES OF MAINTENANCE OF SCHOOL PLANT			
	UPKEEP OF GROUNDS	REPAIRS TO BUILDINGS	HEATING, LIGHTING AND PLUMBING	APPARATUS	FURNITURE	OTHER EQUIPMENT					
Albany.....	\$246 37	\$8 555 66	\$328 40	\$169 90	\$1 083 65	\$1 419 51	\$37 81			\$11 841 39	
Albany.....	204 54	14 369 35	1 621 08	598 13	1 977 73	1 116 04	541 97			20 428 81	
Broome.....	301 51	8 370 99	1 652 69	428 87	1 085 92	486 71	108 49			12 435 18	
Broome.....	1 289 88	17 086 99	2 841 98	465 28	1 314 75	1 265 93	606 07			21 870 88	
Caltaugus.....	1 117 10	7 510 56	1 405 16	450 31	1 161 73	1 282 92	1 498 50			13 486 28	
Cayuga.....	1 348 52	20 517 83	3 994 61	298 23	3 004 83	3 045 71	819 27			32 939 03	
Chautauque.....	528 53	6 798 76	1 887 99	135 14	391 17	929 97				10 671 56	
Chemung.....	65 02	7 874 94	1 476 21	593 60	1 257 11	1 077 66	267 41			12 612 07	
Chemung.....	95 43	9 750 68	478 76	689 92	1 246 39	1 433 96	165 68			12 880 82	
Clinton.....	312 78	8 448 70	1 285 61	225 28	894 23	1 433 56	16			12 606 19	
Columbia.....	122 28	4 563 33	1 331 46	90 74	538 33	1 505 69	352 32			7 504 15	
Cortland.....	695 08	12 472 27	3 654 17	829 85	1 813 46	1 041 66	323 21			20 829 73	
Delaware.....	360 61	11 870 15	2 609 29	196 48	703 81	2 419 12	1 069 63			19 229 09	
Dutchess.....	827 42	20 435 74	3 364 64	510 04	2 296 70	4 642 64	293 93			32 371 11	
Essex.....	561 71	16 316 83	2 900 65	257 68	2 363 05	847 93	597 20			23 805 14	
Franklin.....	43 50	14 030 67	2 001 57	31 18	631 85	610 37	37 50			18 049 64	
Fulton.....	187 48	4 367 35	871 73	32 96	1 048 04	501 86	92 98			6 907 22	
Genesee.....	408 76	9 424 57	1 253 33	251 67	892 13	1 539 76	278 69			11 686 73	
Greene.....	527 50	3 120 82	1 518 86	36 98	658 60	299 52	150 07			12 407 36	
Hamilton.....	1 010 86	8 253 29	4 125 29	63 90	370 80	205 03	101 23			8 144 26	
Herkimer.....	519 61	18 959 43	1 504 57	111 11	1 370 30	1 156 80	152 39			13 649 32	
Jefferson.....	498 05	6 763 79	2 626 32	968 38	1 633 92	1 816 98	1 013 40			27 538 04	
Lewis.....	305 71	9 894 74	1 041 80	111 09	1 068 20	1 277 74	206 85			10 987 52	
Livingston.....	456 17	16 308 77	1 346 11	122 51	1 434 43	1 456 27	1 128 21			15 687 98	
Madison.....	335 41	16 807 59	12 725 11	184 18	776 05	1 182 55	671 90			32 231 73	
Monroe.....	875 60	42 190 77	4 908 07	87 95	2 065 04	4 740 43	259 73			29 204 22	
Montgomery.....	601 10	41 859 98	3 846 15	.....	990 81	1 167 06	288 06			19 358 45
Nassau.....	1 229 22	9 178 87	11 848 60	161 71	4 493 57	4 828 78	6 427 37			70 221 11	
Niagara.....	433 54	18 440 63	1 592 95	202 51	1 405 40	1 612 96	116 90			15 098 81	
Oneida.....			12 398 75	512 59	2 483 76	2 597 78	758 31			37 625 36	

Onondaga.....	1 796 75	18 432 20	3 823 56	345 95	2 249 73	2 369 03	483 26	29 509 28
Ontario.....	1 570 43	16 494 90	1 745 62	530 05	1 132 61	1 34 05	785 19	14 007 85
Orange.....	1 052 61	16 918 32	3 443 62	335 25	1 758 66	1 948 03	1 898 08	27 354 12
Orleans.....	216 72	15 107 35	432 54	190 30	1 368 50	1 358 15	701 15	8 418 35
Oswego.....	716 93	12 454 48	1 202 70	183 73	1 118 76	1 118 76	1 064 29	18 109 36
Putnam.....	89 75	6 597 48	1 769 94	198 56	715 57	608 33	1 305 62	10 282 95
Rensselaer.....	308 20	4 306 94	1 727 71	2 5	84 32	318 44	155 27	6 902 60
Rockland.....	193 28	8 647 05	707 71	74 69	956 31	1 538 62	31 75	12 149 41
St Lawrence.....	477 15	7 210 06	5 573 96	391 29	860 71	1 391 18	1 000 13	16 094 68
Saratoga.....	9 972 82	18 473 51	2 536 79	730 ..	1 538 49	2 093 03	1 124 52	36 499 16
Schenectady.....	100 52	12 829 60	1 245 04	104 86	618 74	3 203 73	334 11	16 456 62
Schoharie.....	668 73	3 893 60	2 874 95	71 50	850 98	3 673 86	403 63	12 439 25
Schuyler.....	325 89	3 538 ..	826 38	85 55	1 238 36	905 30	46 83	6 806 31
Seneca.....	157 77	2 220 89	6 892 95	145 53	272 20	309 59	35 08	9 885 21
Steuben.....	6 638 44	1 736 18	270 44	130 22	366 83	656 96	39 21	9 885 83
Suffolk.....	3 122 51	15 156 23	3 139 54	384 90	1 148 28	1 533 41	298 51	21 717 87
Sullivan.....	164 29	32 269 05	15 551 55	311 22	4 331 82	9 228 53	1 444 43	67 259 11
Tioga.....	816 ..	13 641 54	2 187 83	198 77	1 257 56	776 15	169 13	18 395 27
Tompkins.....	97 68	5 328 63	127 75	42 76	599 93	373 89	59 37	6 539 80
Ulster.....	559 82	6 842 89	3 275 40	275 21	431 42	620 92	129 60	12 173 12
Warren.....	435 75	15 901 ..	420 03	638 68	967 39	1 731 03	359 93	20 577 88
Washington.....	224 44	8 136 56	820 06	22 73	432 01	729 97	131 40	10 708 48
Wayne.....	133 40	10 195 70	1 775 65	58 40	1 106 17	1 259 82	633 64	15 313 82
Westchester.....	5 184 33	10 242 84	4 457 27	102 30	2 598 49	2 383 32	270 20	20 187 82
Wyoming.....	166 97	51 692 85	21 547 12	967 06	7 277 79	4 949 70	418 71	92 037 35
Yates.....	87 48	6 534 56	975 78	498 24	1 193 37	1 084 74	337 20	10 780 86
Total.....	\$41 467 67	\$687 658 63	\$186 503 33	\$17 000 22	\$78 917 03	\$92 760 14	\$31 111 97	\$1 135 118 99

TABLE 6 (continued)
Financial statement showing payments in villages under superintendents

VILLAGES UNDER SUPERINTENDENTS	MAINTENANCE OF PLANT							TOTAL
	REPAIRS TO GROUNDS AND BUILDINGS		REPAIR AND REPLACEMENT OF EQUIPMENT					
	UPKEEP OF GROUNDS	REPAIRS TO BUILDINGS	HEATING, LIGHTING AND PLUMBING	APPARATUS	FURNITURE	OTHER EQUIPMENT	OTHER EXPENSES OF MAINTENANCE OF SCHOOL PLANT	
Albion.....		\$1 369 64	\$2 744 07	\$78 85	\$15 06	\$1 450 90	.....	\$5 658 52
Baldwin.....		1 489 43	885 47	9 80	.....	319 22	.....	2 703 29
Bathtalston Spa.....	\$17 50	2 119 66	646 20	46 27	72 12	490 58	.....	3 392 33
Bath.....	28 54	1 41 22	155 54	.....	103 ..	257 81	\$96 67	782 78
Bay Shore.....	216 24	.....	215 21	1 88	125 22	.....	.....	558 55
Bay Shore.....	.....	141 71	341 41	.....	33 83	19 94	.....	536 89
Carthage.....	13 75	1 970 23	5 459 41	11 81	72 81	90 51	.....	7 709 91
Catskill.....	.....	1 468 87	637 93	109 10	127 67	30 64	.....	2 374 21
Danville.....	.....	1 561 72	148 22	39 15	8 ..	.....	2 20	1 993 14
Danville.....	233 75	328 88	329 73	.....	.....	4 ..	.....	701 61
Dewey.....	39 ..	.....	770 88	7 ..	.....	.....	21 52	905 94
East Rochester.....	116 74	79 80	.....	.....	.....	.....	.....	.....
East Syracuse.....	.....	2 475 33	4 206 92	145 61	1 80	213 90	61 75	7 668 85
Endicott.....	563 45	296 96	567 43	.....	10 80	255 86	31 66	1 772 83
Fairport.....	110 32	.....	.....	.....	.....	601 11	125 23	1 778 10
Frankfort.....	65 35	146 45	839 96	.....	.....	158 38	.....	702 ..
Frederia.....	16 30	225 95	82 39	5 43	1 50	448 52	67 50	5 806 80
Freeport.....	9 90	2 217 20	2 468 46	15 50	49 78	146 50	20 18	3 341 45
Gouverneur.....	.....	2 261 30	513 ..	186 61	413 89	.....	7 35	2 636 80
Green Island.....	71 50	246 52	196 46	9 34	13 ..	92 63	747 78	2 784 86
Harrison.....	248 20	1 660 04	128 81	.....	.....	117 96	.....	2 637 90
Hastings-on-Hudson.....	37 ..	542 36	1 177 16	129 92	33 50	132 ..	.....	10 071 50
Haverstraw.....	9 ..	2 773 88	7 134 54	.....	22 08	.....	.....	3 408 19
Hempstead.....	.....	2 704 81	703 38	.....	.....	178 30	.....	1 119 84
Herkimer.....	1 92	235 ..	558 27	102 10	44 30	17 ..	8 50	1 045 54
Hoosick Falls.....	49 04	739 03	213 49	60	17 88	46 46	.....	845 25
Hudson Falls.....	1 21	352 70	379 30	.....	35 49	265 95	.....	5 896 89
Huntington.....	80 10	1 529 47	3 259 84	5 41	226 49	.....	29 60	4 339 56
Ilion.....	21 80	446 97	1 004 42	.....	.....	.....	2 263 37	4 921 47
Johnson City.....	.....	4 921 47	.....	.....	.....	.....	.....	.....
Kennore.....	47 52	306 21	176 59	4 35	5 10	26 59	.....	666 36
Lancaster.....	.....	450 ..	340 22	.....	.....	.....	.....	990 22
Lansburg.....	.....	1 791 16	.....	.....	.....	.....	.....	1 791 16

Lawrence.....	12 ..	7 182 81	2 081 56	10 23	121 20	223 85	137 30	9 768 95
Le Roy.....		606 93	56 42	16 12	56 42	14 12	13 60	2 171 03
Lyndon.....		1 926 08	822 15	10 07	164 09	41 10		5 983 49
Malone.....	468 51	1 622 67	16 ..		90 13	709 34	46 75	2 586 84
Manaratuck.....	300 ..	3 917 39	4 277 70	35 75	35 75	709 34		9 286 93
Massena.....	5 50	261 75	4 65	86 ..	64 43	64 43		511 99
Medina.....	14 30	629 59	10 85	7 72	1 40	1 40	2 10	4 499 45
Neenah.....		1 217 60	750 50	29 35	29 35	282 36	75	2 280 56
North Tarrytown.....		82 75	19 76	52 53		28 31		183 35
Nyack.....	216 31	1 461 11	1 583 72	18 ..	72 90	36 31	8 50	8 396 85
Ossining.....	453 08	4 933 52	1 541 15	197 90	243 72	462 74		7 832 11
Owego.....	33 10	87 24	226 27	61 03	61 03	33 22		441 61
Patchogue.....	35 ..	1 174 02	1 592 12	75 ..	94 ..	70 57	205 39	3 171 10
Peekskill, district 7.....	939 09	850 90	293 99	71 52	71 52	601 59	278 22	2 999 17
Peekskill, district 8.....	84 50	850 90	1 280 52			160 38		2 385 30
Pelham Manor.....	240 ..	1 374 75	611 89	14 85	24 13	96 09	60 ..	2 421 71
Penn Yan.....	71 21	1 776 45	873 65			979 27		2 700 58
Perry.....	3 80	1 040 87	298 20	39 10	44 15	101 38		1 457 50
Port Chester.....		10 059 63			2 136 95	496 75	2 934 62	25 765 91
Port Washington.....	312 50	4 933 20	4 377 32	33 45	634 25	298 07		11 009 47
Rockville Center.....	215 00	2 775 ..	1 328 68	3 50	91 90	15 42	7 21	4 712 81
Roslyn.....	11 ..	1 041 44	75 13	68 05	115 17	156 12		2 031 25
Saranac Lake.....	12 ..	1 144 97	370 60	13 66	353 17	100 18	44 88	2 101 40
Saugerties.....	10 ..	335 29	315 46	210 63	143 80	178 20		1 514 73
Scotia.....		295 75	394 02	64 34	18 96	153 47		1 951 24
Seneca Falls.....	24 75	942 01	1 628 ..	10 ..	6 ..	153 47		2 734 23
Solvay.....	59 08	2 147 03	319 28	164 ..	107 31	10 78		2 807 54
Spring Valley.....	5 54	1 025 61	1 016 77	142 65	37 55	146 72		2 374 24
Tarrytown.....	29 96	1 043 05	426 80	20 80	217 57	56 97	271 18	2 068 33
Ticonderoga.....	1 244 37		1 156 92	4 77	4 ..	59 39	117 61	2 587 26
Tupper Lake.....		277 95	203 84	80 80		631 25		1 193 84
Walden.....	5 ..	517 83	523 42	49 56	35 95	95 49		1 227 93
Watford.....	75 ..	631 54	363 82	4 50	189 27	139 27		1 788 88
Waverly.....	44 50	3 299 85	312 36	7 ..	379 67	318 22	8 50	4 370 10
Wellsville.....	5 10	742 03	1 676 92	567 13	4 95	118 88		3 113 01
Whitehall.....	838 90		313 51	46 39	46 39	108 52		1 307 32
Total.....	\$7 893 68	\$101 485 79	\$85 064 35	\$2 720 99	\$6 924 59	\$12 566 82	\$7 925 48	\$224 581 70

TABLE 6 (continued)
Financial statement showing payments in cities

CITIES	MAINTENANCE OF PLANT							TOTAL
	REPAIR AND REPLACEMENT OF EQUIPMENT							
	REPAIRS TO BUILDINGS	HEATING, LIGHTING AND PLUMBING	APPARATUS	FURNITURE	OTHER EQUIPMENT	OTHER EXPENSES OF MAINTENANCE OF SCHOOL PLANT		
Albany.....	\$555 25	\$3 787 18	\$6 211 99	\$2 577 73	\$2 600 25	\$1 351 90	.....	\$18 174 30
Amsterdam.....	439 89	6 244 16	11 822 81	1 265 41	4 456 87	754 60	.....	25 018 77
Auburn.....	731 87	9 713 59	3 623 18	95 41	112 77	142 08	.....	14 415 90
Batavia.....	270 65	2 210 23	1 225 32	75 27	150 61	30 87	.....	3 962 95
Beacon.....	2 045 92	2 577 12	574 10	5 45	43 85	519 93	.....	5 796 37
Binghamton.....	51 50	3 687 19	3 966 33	16 60	460 14	739 84	.....	8 491 60
Buffalo.....	195 737 07	929 31	61 782 78	35 067 54	9 60	27 05	.....	292 866 73
Canandaigua.....	502 62	2 225 46	453 90	110 41	75 05	372 08	4 12	3 118 39
Cohoes.....	695 11	1 904 90	1 655 77	410 73	560 87	11 00	1 061 ..	2 993 53
Corning, district 9.....	145 42	1 164 08	1 026 47	21 09	162 38	31 05	.....	780 43
Corning, district 13.....	.....	208 54	300 61	13 85	.....	.....	.....	6 008 21
Cortland.....	.....	4 855 19	991 05	810 30	236 23	136 75	.....	3 487 49
Dunkirk.....	565 08	618 02	1 121 11	71 40	.....	15 60	.....	15 363 14
Elmira.....	632 20	9 131 74	5 258 97	.....	253 23	.....	152 90	2 207 55
Fulton.....	.....	729 60	1 325 05	90 ..	14 52	197 02	.....	3 848 19
Genesee.....	.....	3 015 84	530 21	.....	3 ..	827 38	.....	3 487 58
Glen Cove.....	35 ..	968 20	1 463 89	190 11	452 23	601 32	.....	9 357 71
Glens Falls.....	1 084 65	3 244 41	3 759 77	215 93	112 47	305 18	731 72	8 913 72
Gloversville.....	197 98	3 760 10	2 949 44	166 83	76 ..	162 27	29 31	5 567 93
Hornell.....	136 21	4 550 12	544 22	69 80	46 84	157 40	.....	4 229 73
Hudson.....	260 20	1 157 32	2 600 13	7 75	241 86	538 01	.....	4 321 94
Ilwaco.....	379 86	2 098 ..	1 031 48	32 73	1 258 42	584 43	85 75	24 360 80
Jameson.....	2 720 56	10 843 68	5 052 72	1 637 21	33 23	523 30	.....	12 635 12
Johnstown.....	.....	2 001 05	1 713 43	5 21	297 90	407 67	.....	1 501 33
Kingston.....	1 875 24	5 046 43	4 892 25	.....	315 45	230 26	76 40	5 701 25
Lackawanna.....	.....	505 45	446 17	37 84	885 74	628 22	102 79	9 717 37
Little Falls.....	288 69	1 251 18	2 684 16	902 52	500 ..	250 ..	.....	1 750 ..
Lockport.....	151 07	5 562 43	1 630 19	756 93	231 84	32 22	.....	15 263 11
Long Beach.....	.....	360 ..	300 ..	300 ..	.....	.....	.....	10 502 50
Mechanicville.....	2 310 25	2 897 79	9 802 52	18 49	337 75	2 344 19	2 644 94	10 502 50
Middletown.....	686 82	4 468 80	.....	.....	.....	.....	.....	.....

Ontario.....	530 11	51 66	689 36	3 660 05	1 775 09	1 350 ..	144 50	16 20	3 822 50
Orange.....	210 74	130 95	1 032 87	4 433 08	1 775 09	1 350 ..	144 50	918 29	4 026 55
Orleans.....	142 39	310 03	1 180 13	2 067 75	2 067 75	2 067 75	25 65	25 65	2 468 97
Oswego.....	251 14	105 77	1 929 65	3 503 84	69 ..	10 ..	8 04	9 65	4 825 04
Otsego.....	449 22	78 70	2 385 87	2 946 04	562 26	562 26	84 05	84 05	23 486 56
Putnam.....	296 46	61 74	584 ..	1 511 75	562 26	562 26	1 25	1 25	7 581 50
Rensselaer.....	61 74	6 19	584 ..	2 026 14	2 026 14	2 026 14	1 25	1 25	1 754 06
Rockland.....	530 74	142 07	412 63	2 460 25	2 886 18	750 ..	1 75	216 28	4 767 95
St Lawrence.....	264 48	178 97	2 083 57	4 404 40	400 ..	400 ..	20 25	20 25	3 740 25
Saratoga.....	291 59	85 46	3 158 98	3 158 98	650 ..	1 500 ..	33 45	96 05	6 723 08
Schenectady.....	65 56	7 58	536 41	2 913 25	650 ..	1 500 ..	33 45	33 45	713 39
Schoharie.....	332 45	51 ..	85 70	1 571 65	1 571 65	1 571 65	5 780 22	5 780 22	2 881 88
Schoyler.....	703 10	73 70	943 62	1 347 78	385 01	385 01	41 30	41 30	2 308 ..
Seneca.....	400 60	23 70	936 77	1 271 06	1 452 25	1 452 25	51 08	51 08	7 423 56
Stellen.....	130 82	74 65	1 628 77	4 245 50	1 452 25	1 452 25	516 28	516 28	15 050 32
Suffolk.....	1 230 78	1 032 61	1 884 99	8 288 92	4 271 39	11 263 63	26 30	26 30	3 083 75
Sullivan.....	530 51	100 22	3 109 23	3 027 75	1 300 ..	1 300 ..	115 51	115 51	12 052 21
Toga.....	137 28	30 76	1 203 60	1 565 04	1 565 04	1 565 04	20 33	20 33	2 288 97
Tompkins.....	42 50	219 43	1 085 86	1 331 ..	500 ..	500 ..	9 60	9 60	5 567 50
Ulster.....	405 29	20 72	2 123 29	3 217 61	3 217 61	3 217 61	3 274 71	3 274 71	5 010 49
Warren.....	405 29	20 72	2 123 29	3 217 61	3 217 61	3 217 61	3 274 71	3 274 71	5 010 49
Washington.....	107 18	399 51	1 560 18	5 274 39	1 441 39	1 441 39	66 62	66 62	1 981 42
Wayne.....	1 339 56	1 169 26	2 384 86	10 115 35	6 432 91	15 763 99	1 797 84	1 067 80	17 607 74
Westchester.....	447 35	20 21	1 520 ..	2 241 27	69 25	69 25	1 295 ..	1 295 ..	1 295 ..
Wyoming.....	45 ..	29 21	984 81	784 25	784 25	784 25	1 424 ..	1 424 ..	1 424 ..
Yates.....	45 ..	29 21	984 81	784 25	784 25	784 25	1 424 ..	1 424 ..	1 424 ..
Total.....	\$27 855 79	\$22 697 74	\$80 516 43	\$156 678 59	\$85 254 49	\$59 108 97	\$8 598 31	\$9 055 06	\$336 743 73

TABLE 6 (continued)
Financial statement showing payments in villages under superintendents

VILLAGES UNDER SUPERINTENDENTS	AUXILIARY AGENCIES AND SUNDRY ACTIVITIES									
	LIBRARIES			PROMOTION OF HEALTH						TRANSPOR- TATION OF PUPILS
	SALARIES	REPAIR AND RE- PLACEMENT OF BOOKS	OTHER EXPENSES	NEW BOOKS	MEDICAL INSPECTION	NURSE SERVICE	HEALTH TEACHERS	DENTAL SERVICE	OTHER EXPENSES	
Allion.....	\$200 ..	\$57 26	\$56 56	.....	\$150 ..	.....	\$1 550 ..	.....	\$16 08	.....
Baldwin.....	250 ..	326 10	7 40	.....	600 ..	.....	.....	\$186 ..	43 29	.....
Baldston Spa.....	362 50	22 45	.....	\$204 65	200 ..	.....	1 170 ..	.....	54 39	.....
Bath.....	.....	.....	.....	.....	364 50	.....	.....	.....	4 62	.....
Bay Shore.....	.....	.....	.....	.....	200 ..	.....	1 488 ..	.....	141 24	.....
Carthage.....	.....	.....	9 31	.....	515 ..	\$756 32	.....	.....	.....	.....
Catskill.....	250 45	435 21	921 19	.....	250 ..	.....	1 325 ..	.....	1 80	.....
Danville.....	.....	.....	.....	.....	441 75	.....	500 ..	32 85	5 40	\$1 100 ..
Dewey.....	100 ..	.....	.....	304 37	628 ..	37 57	.....	.....	9 18	890 ..
East Rochester.....	525 ..	297 22	.....	300 ..	176 75	.....	1 450 ..	.....	11 90	10 75
East Syracuse.....	120 ..	.....	.....	818 68	500 ..	.....	.....	.....	498 48	.....
Endicott.....	.....	325 21	.....	.....	1 800 ..	.....	.....	.....	10 ..	.....
Farport.....	1 400 ..	61 68	.....	.....	350 ..	800 ..	.....	.....	50 55	.....
Frankfort.....	75 ..	.....	.....	.....	175 ..	.....	.....	.....	.....	.....
Fredonia.....	20 10	12 ..	.....	401 46	.....	691 21	.....	.....	300 ..	.....
Freeport.....	427 89	2 314 64	.....	12 15	1 122 17	24 53	675 ..	.....	216 50	.....
Gouverneur.....	.....	.....	.....	455 80	.....	.....	.....	.....	19 45	.....
Green Island.....	80 38	.....	.....	.....	350 ..	.....	.....	.....	.....	.....
Harrison.....	.....	.....	.....	.....	600 ..	.....	900 ..	.....	110 ..	10 ..
Hastings-on-Hudson.....	50 63	.....	.....	201 ..	353 93	2 96	1 597 22	290 ..	.....	.....
Haverstraw.....	.....	.....	5 50	105 12	328 ..	.....	.....	.....	.....	.....
Hempstead.....	322 75	.....	.....	.....	28 32	.....	1 600 ..	438 18	.....	.....
Herkimer.....	.....	.....	.....	134 31	605 39	.....	1 315 15	.....	.....	.....
Hoosick Falls.....	146 55	.....	1 509 24	.....	150 90	.....	.....	.....	20 ..	.....
Hudson Falls.....	31 38	.....	2 50	77 10	323 27	1 050 ..	8 20	.....	4 15	.....
Huntington.....	166 57	.....	.....	.....	133 ..	14 60	1 500 ..	.....	172 80	.....
Ilion.....	45 21	.....	.....	.....	927 ..	.....	1 500 ..	.....	57 84	.....
Johnson City.....	.....	.....	564 20	.....	1 000 ..	.....	.....	.....	.....	.....
Komore.....	84 ..	.....	9 60	674 80	421 09	.....	.....	.....	6 40	1 335 ..
Lancaster.....	290 01	.....	.....	.....	561 ..	.....	.....	.....	.....	.....
Lansingburg.....	680 ..	.....	.....	299 82	507 30	585 ..	.....	.....	.....	.....
Lawrence.....	750 ..	1 133 16	11 35	299 82	1 537 50	.....	1 650 ..	598 60	512 98	105 30

Le Roy	574 76	253 02	9 75	342 69	498	540	640	220	220 48
Lynbrook				764 81	700		1 500		47 27
Manlius	1 000	484 33			1 200		1 800		143 24
Marionock	200	194 22			125 25		680 75		267 92
Massena		33 92	11 25	90 56			1 500		17 56
Medina	250		13 50	414 09	125		1 500		15 41
Newark		51 20		462 85	500		1 504 80		36 18
North Tarrytown	1 000			156 65	180		360		25 46
Nyack		218 16			600		1 800		41 82
Ossining	4 550	50 57		125 30	600	735			27 52
Owego					300				296 22
Patchogue		203 53	5 100	188 52	916 87	641 63			1 50
Peckskill, district 7			4 75	188 57	750	1 200			
Peckskill, district 8		26	26		700	600			57 35
Pedham Manor	1 146 67	752 42	55 90	303 85	513 49	950 37			556 89
Penn Yan			1 600		17 45	900	2 000		195
Perry	100	59 55			1 000	1 650			175 41
Port Chester					500	1 700			53 85
Port Washington		36 25	2 000		450	2 77			22 19
Rockville Center	2 005 85				501 05	1 543 18			1 128 40
Roslyn		25 90			200	300			
Saratoga Lake		480 53			300		1 300		32 22
Saugerties	5	8 25			200		1 200		108 09
Scotia	1 700	55 20	20 21	428 43	300		2 838 53		17 81
Seneca Falls		373 42			1 200		1 500		26 26
Solvay		264 96	5 50		300	212 50	1 260		25 63
Spring Valley	25	129 12			61 75	1 015 50			15 13
Tarrytown		1			650		538 49		2 008 34
Ticonderoga	100				300	600			1 396 15
Tupper Lake					300				5 42
Walden			4 20	141 55	300				
Waterford		366 76			316 94				68 47
Waverly	1 050	307 55	1 114 18		205 90	1 165			100
Wellsville		97 17		65 04	74 65		1 675		53 38
Whitell		735 32				725			
Total	\$19 404 78	\$9 843 12	\$15 358 73	\$7 807 17	\$31 485 62	\$18 443 14	\$45 062 48	\$5 639 44	\$1 877 27
									\$10 473 29

TABLE 6 (continued)
Financial statement showing payments in cities

CITIES	LIBRARIES				PROMOTION OF HEALTH					TRANSPORTATION OF PUPILS
	SALARIES	REPAIR AND RE-PLACEMENT OF BOOKS	OTHER EXPENSES	NEW BOOKS	MEDICAL INSPECTION	NURSE SERVICE	HEALTH TEACHERS	DENTAL SERVICE	OTHER EXPENSES	
Albany	\$2 300	\$1 513 79	\$7	\$238 02	\$3 988 08	\$11 250 82	\$16 528 51	\$952 96	\$444	\$190 80
Amsterdam	1 400	1 831 32			2 800	1 080	3 754 48	2 200	696 86	
Auburn	1 600	446 51	8 23		1 800		2 674 91		153 85	
Batavia	4 576 33	303 27	147 02	1 231 96	600		1 300	769 55	1 092 55	
Beacon	100	166 06			390		1 000		112 48	
Binghamton	1 975	516 61	306 67	399 36	4 783 63		11 523 44	3 318 28	1 450 30	1 123 84
Buffalo	11 363	368 35	306 67	3 535 11						
Canandaigua	1 270 35	41 45	4 60	318 50	449 75		1 085 99		1 168 93	
Cohoes		606 05			350		1 430		19 20	
Corning, district 9		231 41	2 65		350				23 80	
Corning, district 13	210	203 25			1 200	2 400	400	100	129 25	
Cortland					1 104 49	1 136 62		374 31	905 30	80 90
Dunkirk	1 650	1 068 70	40 73		2 971 70	4 962 55			20 14	
Elmira	1 500	177 75	22 08	2 875 61					306 33	
Fulton				160 37	600		1 510	1 077 55		
Geneva		628 42	12 50		1 000		1 020	1 164		
Glen Cove	2 100	5 04	419 40	912 08	720		1 720 71			
Glovers Falls		7 74	141 46	658 97	809 15		1 379 75			
Hornell	1 150	4 40			920 67	298 53	3 200 21	1 526 70	134	
Hudson	2 600	1 292 69	55 30		632 96		2 010 21			
800		211 32	120 67	1 740 11	30 26		1 478 67			
Ithaca	2 073	186 70	32 21	560 87	1 429 30		1 859 10	2 065 79	219 18	
Jamestown	2 063 75	1 930 96	154 45		1 500	277 50	2 237 97	3 488 02	1 239 08	
Johnstown		257 85	15		1 093 72	257 33	1 256 50	2 376 75		
Kingston	1 248 56	788 57	25 40	490 87	1 006 45		1 195 50		43 92	
Lackawanna					1 000	2 100		58 80		
Little Falls					316 75		1 466 12	420	92 15	
Lockport	5 100		43 67	491 31	2 000		1 639		218 21	3 000
Long Beach			60	350		128				
Mechanicville	1 645 32	141 89	28 76		421 82		1 826 42	231 07		
Middletown	3 991 12	1 397 76	2 844 21		1 290 25		7 313 14	2 466 15		400
Mount Vernon	36 523 48				2 653 74		5 195	655 83	351 69	
New Rochelle	2 100	33 65	28 93	1 263 61	3 077 41					
New York		53 930 82			1 200	1 500				309 419 73
Newburgh	4 078 51	3 430 64	302 05						2 85	

Niagara Falls.....	1 455 63	3 234 98	68 74	1 500	1 231 24	4 311 35	2 598 74	1 080 92	497 90
North Tonawanda.....	1 375 ..	516 08	7 500	700	162 94	1 725 ..	780 ..	..	1 426 19
Norwich.....	3 329 44	438 14	1 201 03	750	..	1 300 ..	..	..	..
Odessa.....	1 000 ..	753 26	528 72	1 000	1 100 ..	..	..	..	..
Olean.....	1 530 ..	393 67	2 254 36	1 772 91	..	1 377 43	1 614 86	32 65	900 ..
Oneida.....	1 250 ..	57 40	29 ..	315 60	27 33	1 520 ..	109 16	360 54	..
Oranota.....	..	..	5 30	400	533 36	..	..	..	..
Oswego.....	2 520 55	310 80	..	1 200	..	1 330 ..	1 052 75	439 19	..
Plattsburg.....	585 27	585 27	842 ..	842	..	1 293 50	740 67	538 90	..
Port Jervis.....	4 700 ..	222 58	..	655 17	45 21	2 220 ..	72 77	17 10	..
Poughkeepsie.....	649 98	105 02	..	2 500	750 ..	1 440 ..	2 242 27	137 55	..
Rensselaer.....	1 080 ..	462 01	14 50	500	..	1 800 ..	..	..	..
Rochester.....	12 226 40	573 54	1 347 93	1 352 50	..	..	..	..	4 336 79
Rome.....	114 ..	..	18 98	1 000	1 370 ..	..	2 250 ..	233 61	..
Salamanca.....	11 ..	11	554 69	400	1 400 ..	..	..	190 01	..
Saratoga Springs.....	845 ..	17 47	564 73	892 50	..	1 284 95	225 88	22 ..	..
Schenectady.....	26 ..	..	7 042 88	5 913 84	..	15 825 58	4 291 86	718 90	631 ..
Strause.....	5 615 ..	1 854 82	..	7 829 33	1 174 39	14 935 77	3 499 92	1 670 ..	910 ..
Tonawanda.....	600 ..	..	241 39	216 33	..	1 425 ..	..	..	..
Troy.....	2 100 ..	48 ..	1 180	3 225	..	5 356 87	510 ..	213 92	..
Utica.....	..	..	112	4 125	5 956 24	..	..	152 15	..
Watertown.....	1 815 ..	..	10 70	915	..	1 806 14	..	240 98	..
Watervliet.....	1 000 ..	119 16	78 80	500	1 307 11	..	3 369 56	45 ..	..
White Plains.....	2 138 32	43 78	..	2 145 25	1 508 10	2 000 ..	5 181 03	3 517 59	353 64
Yonkers.....	1 798 28	..	5 880 94	6 260 ..	5 809 87	4 800 ..	..	..	6 825 ..
Total, cities.....	\$137 847 87	\$83 323 23	\$16 562 06	\$90 189 90	\$145 150 63	\$144 524 12	\$70 789 50	\$18 500 22	\$329 905 79
Total, villages.....	19 404 78	9 843 12	13 358 73	31 485 02	18 133 14	45 062 48	5 639 44	4 877 27	10 473 29
Total, towns.....	27 855 79	22 697 74	12 918 39	186 678 39	33 254 49	59 108 97	8 338 31	9 055 06	336 743 73
Total, State.....	\$185 108 44	\$115 864 09	\$44 839 78	\$308 354 20	\$98 848 26	\$248 695 57	\$65 027 25	\$32 441 55	\$677 212 81
SPECIAL SCHOOLS									
Hunter Coll. (h. s. dept.), N. Y.	..	..	..	..	..	..	..	..	..
Milne H. S. (dept of N. Y. State Coll. for Teachers), Albany	..	..	..	..	..	..	..	..	..
N. Y. Inst. for the Education of the Blind	..	..	..	..	..	..	..	..	..
N. Y. State Sch. for the Blind	..	..	..	..	..	..	..	..	..
Batavia.....	..	..	..	\$800	\$221	..	\$70 ..	\$222 99	\$42 46
Townsend Harris Hall (prep. dept. Coll. of City of N. Y.).....	\$1 700 ..	\$177 45	\$170 19	..	..	..	..	..	..
Total, special schools.....	\$1 700 ..	\$177 45	\$170 19	\$800	\$221	..	\$70 ..	\$222 99	\$42 46

TABLE 6 (continued)
Financial statement showing payments in villages under superintendents

VILLAGES UNDER SUPERINTENDENTS	AUXILIARY AGENCIES AND SUNDRY ACTIVITIES							TOTAL
	CARE OF CHILDREN IN INSTITUTIONS	PROVISION OF LUNCHEONS	COMMUNITY LECTURES	SOCIAL CENTERS	RECREATION	OTHER AUXILIARY AGENCIES AND SUNDRY ACTIVITIES	PAYMENTS TO PRIVATE SCHOOLS	PAYMENTS TO SCHOOLS OF OTHER CIVIL INSTITUTIONS
Albion.....				\$33 63		\$25 35		\$2 358 88
Baldwin.....								1 412 79
Ballston Spa.....	\$21	\$206 20			\$121 83			2 863 02
Bath.....								368 12
Bay Shore.....			\$1 077		10 78	700		3 606 24
Carthage.....						363 22		1 709 69
Catskill.....								4 127 25
Dansville.....					46			3 519 47
Dewey.....		400			192 26			2 493 81
East Rochester.....					3 26	1 905 97		4 670 10
East Syracuse.....								1 449 43
Endicott.....								2 623 69
Frankfort.....					13 80			1 855 48
Franklin.....								1 160 55
Freeport.....					200	1 055 55		2 270 32
Freeport.....								4 101 38
Green Island.....					17 50			1 347 39
Harrison.....		400			463 68			2 363 68
Eastings-on-Hudson.....			4 55		103 50	78 81		2 732 60
Haverstraw.....						160		448 62
Hempstead.....				5				2 039 85
Herkimer.....					149 15	20 30		1 998 13
Hosack Falls.....			21 79		151 25			2 397 85
Hudson Falls.....					18 59	165		2 170 56
Huntington.....								2 529 55
Ilion.....								1 564 20
Johnston City.....								3 531 32
Keumore.....						4 75		851 01
Laurelster.....		372			623 68			

	\$21 ..	\$5 355 22	\$1 137 34	\$112 26	\$3 190 40	\$5 691 12	\$2 330 ..	\$192 192 38
Lansingburgh.....								2 672 12
Laurence.....						24 28		6 335 55
Le Roy.....								2 102 01
Lynbrook.....						42 91		1 292 87
Malone.....						20		4 612 38
Mamronneck.....						675 16		4 502 40
Russena.....						255 30		1 442 03
Medina.....						67 62		2 385 62
Newark.....		1 403 67		67 63		121 96		4 280 99
North Tarrytown.....								3 573 63
Nyack.....						191 53		1 035 15
Ossining.....								6 477 39
Owego.....								1 029 07
Patchogue.....		109 65				269 48	6 77	7 988 61
Peekskill, district 7.....		1 28				179 21		1 874 55
Peekskill, district 8.....						120		2 916 61
Pelham Manor.....				6		752 04		3 863 51
Penn Yan.....						510 97	34 80	3 110 14
Perry.....						135 91		1 141 53
Port Chester.....						14 16		4 095 51
Port Washington.....		1 524 04				112 81		7 993 51
Rockville Center.....		25 19				323 07	5 23	4 788 94
Roslyn.....		21					496 70	4 112 01
Saratoga Lake.....		711 37						4 582 09
Saugerties.....								313 75
Scoria.....						34 86	2 001 20	6 182 18
Seneca Falls.....						113 87		2 297 18
Solvay.....						116 30		7 124 09
Spring Valley.....						11 75		2 097 63
Tarrytown.....		180 97					1 200	3 180 10
Tioga.....								3 231 17
Tupper Lake.....						19 06		2 082 14
Walton.....						47 50		1 134 77
Watford.....						33 60	9 81	3 911 10
Watervly.....								2 029 89
Wellsville.....							18 63	1 924 39
Whitehall.....						110 69		
Total.....	\$21 ..	\$5 355 22	\$1 137 34	\$112 26	\$3 190 40	\$5 691 12	\$2 330 ..	\$192 192 38

TABLE 6 (continued)
Financial statement showing payments in cities

CITIES	AUXILIARY AGENCIES AND SUNDRY ACTIVITIES								TOTAL
	CARE OF CHILDREN IN INSTITUTIONS	PROVISIONS OF LUNCHES	COMMUNITY LECTURES	SOCIAL CENTERS	RECREATION	OTHER AUXILIARY AGENCIES AND SUNDRY ACTIVITIES	PAYMENTS TO PRIVATE SCHOOLS	PAYMENTS TO SCHOOLS OF OTHER CIVIL INSTITUTIONS	
Albany	\$344.88	\$2,406.55			\$2,159.66	\$924.08			\$313,149.03
Amsterdam		2,268.05	\$464.23		1,087.32	187.97			17,773.43
Auburn			35		290	476.30			7,503.80
Batavia					282.63				10,302.65
Beacon									1,768.54
Binghamton					1,517	1,222.95			27,829.81
Buffalo	5,211.07	22,571.78			355.02	3,465.94			47,239.94
Canandaigua					683.22	16.47			4,979.26
Cohoes									1,256.05
Corning, district 9									2,032.66
Corning, district 13									787.05
Cortland									4,329.98
Dunkirk		339.40		\$16.75	2,416.25	1,100	\$6,187.58		11,817.73
Elmira			165.02	96.44		1,675.81			15,411.08
Fulton									2,290.51
Geneva									4,044.80
Glen Cove									6,042.13
Glens Falls									4,463.38
Gloversville			314.95		1,150.92	56			7,438.30
Hornell	338				40.23	63.75			6,317.88
Hudson			28.71		348.56				4,729.59
Ithaca					4,569.58				13,098.34
Jamestown		82.61	100		2,612.58				15,574.31
Johnstown									5,441.34
Kingston									4,799.21
LaGrassville									3,187.47
Little Falls									2,301.02
Lockport	591.27				1,151.81	28.67			10,997.27
Long Beach									3,538
Medanville	199.65								4,511.58
Middletown					864.38	16.65			10,669.39
Mount Vernon		14,250.27				281.67			63,606.78
New Rochelle		17,112.54		75					38,898.41
New York	273,120.58	96,591.79	78,967.36	80,511.25	428,207.99	9,598.42			1,330,356.94

Newburgh	497	1 104 13					12 115 18
Niagara Falls		3 805 29					27 901 27
North Tonawanda		1 050					15 295 21
Norwich		900			1 200		9 667 33
Ogdensburg							6 457 76
Olean			31 23				8 072 60
Oneida							4 045 15
Oneonta					375		3 283 14
Oswego	25						6 904 29
Plattsburgh							4 313 79
Port Jervis	3						8 530 79
Poughkeepsie					1 331 22		11 387 43
Rensselaer							3 959 25
Rochester			102 74				185 193 71
Rome					33 554 46		4 872 59
Salamanca							3 321 42
Saratoga Springs					69 63		4 629 56
Schenectady			2 52				40 762 19
Schenese							37 500 23
Tonawanda							4 002 02
Troy	327 79	630 74			1 299 65	\$27 000	41 387 75
Utica							10 692 91
Watertown					27 568 35		33 170 96
Watkins					119 96		3 183 73
White Plains		83 90					19 040 06
Yonkers		1 194 88			1 908 48		37 355 13
Total, cities	\$280 045 24	\$280 422 73	\$80 835 63		\$86 245 93	\$27 000	\$2 288 925 14
Total, villages	21	5 355 22	112 26		8 691 12	2 300	192 192 38
Total, towns		4 062 83	1 726 39		47 330 08	7 726 25	876 533 73
Total, State	\$280 066 24	\$290 440 78	\$82 674 48		\$142 237 13	\$41 801 91	\$3 357 651 25
SPECIAL SCHOOLS							
Hunter Coll. (h. s. dept.) N. Y.							\$28 18
Milne H. S. (dept of N. Y. State Coll. for Teachers), Albany					\$28 18		
N. Y. Inst. for the Education of the Blind							1 356 45
N. Y. State Sch. for the Blind, Batavia							2 548 31
Townsend Harris Hall (prep. dept.), Coll. of City of N. Y.							\$3 432 94
Total, special schools					\$28 18		

a Including expenses for Jefferson Farm School.

TABLE 6 (continued)
Financial statement showing payments in counties, excluding cities and villages under superintendents

COUNTIES	FIXED CHARGES					CONTRIBUTIONS AND CONTINGENCIES	TOTAL
	PENSIONS	RENT	INSURANCE	TAXES			
Albany.....	\$5,327.75	\$1,650	\$2,092.10				\$9,070.15
Allegany.....	10,216.27	1,527.56	3,225.97	\$135.74	\$216.58		15,352.06
Bronx.....	6,571.45	228.60	1,182.22	70.96	521.40		8,573.63
Cattaraugus.....	9,205.43	839.50	5,300.06	199.30	161.16		15,708.45
Cayuga.....	7,588.23	540.38	2,268.11	132.71	1,280.62		11,810.53
Chautauque.....	13,591.98	1,923.06	6,009.60	433.12	3,679.17		25,911.13
Chemung.....	5,301.68	369.97	1,844.75	4.37	312.10		7,862.87
Chemung.....	8,674.64	450.70	2,125.36		508.91		11,758.31
Clinton.....	5,628.4	1,089.75	7,564.59	4.65	203.33		14,470.32
Columbia.....	5,818.87	50.00	2,831.53		133.50		8,833.90
Cortland.....	5,205.29	229.00	1,404.69		135.23		7,034.21
Delaware.....	11,318.60	304.04	3,162.89		769.00		15,394.53
Dutchess.....	8,232.59	317.00	2,744.37		276.25		11,870.41
Essex.....	16,031.27	1,552.51	8,894.36	418.57	2,310.32		29,468.29
Franklin.....	8,004.77	335.18	6,444.68	125.63	753.71		15,743.97
Fulton.....	2,907.10	317.00	2,010.22		240.00		7,476.32
Greene.....	4,536.51	50.00	1,034.43		97.54		4,079.72
Hamilton.....	4,780.76	1,065.31	1,829.90	148.23	460.05		7,911.77
Herkimer.....	1,983.43	180.00	934.55		6,043.54		3,005.42
Jefferson.....	8,114.26	1,350.00	3,436.82	71.00	165.94		13,150.63
Lewis.....	10,666.01	1,428.30	4,190.12		137.86		34,143.19
Madison.....	6,744.20	12.00	1,768.10	11.83	1.52		8,537.65
Montgomery.....	5,765.39	919.55	4,231.76	28.00	2.00		10,946.70
Montgomery.....	10,319.22	16.15	2,998.97	35.44	35.44		13,423.38
Nassau.....	11,409.47	801.64	7,519.10	150.02	271.18		20,151.41
Nassau.....	5,006.37	738.50	2,856.26	12.26	23.20		8,636.59
Nassau.....	14,238.09	12,009.78	18,546.12	276.10	12,709.94		57,800.03
Nassau.....	5,244.51	762.00	2,847.09		75.00		8,928.60
Oneida.....	15,527.70	2,016.87	5,930.07	2,091.16	449.98		26,015.78
Ontario.....	16,483.80	4,919.50	9,382.84	403.50	2,086.90		33,276.54
Orange.....	9,953.75	435.00	3,314.80	33.00	2.00		13,746.62
Orange.....	12,030.27	1,859.00	6,749.54		956.64		21,595.45
Orleans.....	4,579.89	68.50	1,312.30	23.25	452.45		6,436.39

Oswego.....	1 832 34	287	2 075 81	29 85	128 47	10 353 67
Oscego.....	9 808 40	140	2 451 11	1	128 32	12 618 83
Putnam.....	2 465 97	330 55	1 900 40		3 50	4 709 40
Rensselaer.....	5 298 32	947 50	1 616 36	8	169 96	8 040 14
Rockland.....	7 513 69	1 392	3 609 58		1 666 70	14 181 97
St Lawrence.....	11 879 79	2 719	4 262 54	4 07	310 67	19 206 07
Saratoga.....	8 148 86	460 45	2 265 26	368 90	1 061 28	12 214 75
Schenectady.....	5 146 67	451	2 488 58	143 56	707 11	8 936 92
Schoharie.....	5 769 69		1 390 36	180 91	303 52	7 593 48
Schoyl F.....	3 388 40		1 358 98		143 72	5 036 10
Seneca.....	3 918 17	145	2 268 12	5 75		8 239 04
Steuben.....	11 317 43	47	3 766 68	16 10	220 32	16 018 82
Suffolk.....	20 080 80	9 356 11	14 337 72	237 85	2 704 06	46 716 54
Sullivan.....	8 894 01	4 458 80	3 080 79	22 35	26 08	16 482 03
Toga.....	4 061 60	10	408 18		290 32	4 770 16
Tompkins.....	5 072 76	307	1 568 30		358 78	7 906 93
Ulster.....	7 925 23	210	1 548 92	4 65	900 43	10 679 23
Warren.....	4 345 74	50	874 48		199 01	5 469 23
Washington.....	9 133 29	261	1 383 89		779 18	11 557 30
Wayne.....	11 352 88	4 003 21	3 756 29	108 32	845 61	20 326 34
Westchester.....	25 245 57	1 366 21	19 754 52	2 282 86	4 073 70	52 755 95
Wyoming.....	6 510 12	796	1 979 17	575 79	275 33	9 806 41
Yates.....	2 780 46	1	950 97	6 44		3 738 87
Total.....	\$172 591 15	\$87 184 62	\$218 638 43	\$8 648 44	\$14 587 25	\$831 619 80

TABLE 6 (continued)
Financial statement showing payments in villages under superintendents

VILLAGES UNDER SUPERINTENDENTS	FIXED CHARGES				
	PENSIONS	RENT	INSURANCE	TAXES	CONTRIBUTIONS AND CONTINGENCIES
Albion	81 945 21		\$885 77		\$2 329 01
Baldwin	1 121 31		3 046 57		4 771 08
Bath	1 402 44		42 20		1 480 64
Bath	1 080 83		835 90		1 934 73
Bay Shore	1 375 48	8310	1 628 91		3 344 39
Carlisle	1 194 71		209 63		1 403 76
Carthage	1 296 73		504 14		1 850 37
Catskill	1 112 25		838 89		1 997 36
Danville	1 523 64		333	816 22	2 452 64
Depew	1 186 91	360	374 69		1 816 90
East Rochester	1 313 01	255	153 39		1 166 15
East Syracuse	2 165 55	1 560	453 41		1 178 96
Endicott	1 075 83		761 90		1 931 78
Fairport	917 28	800	65 41	2 50	1 782 69
Frankfort	1 364 94	728 96	35 49		2 129 39
Fredonia	2 140 76	610	1 492 32		5 940 03
Genesee	1 094 98	75	367 43		1 536 51
Gouverneur	1 086 55		758 65		1 845 20
Green Island	1 075 11		370 61	128 80	1 536 51
Harrison	1 084 22		1 101 98	91 92	1 203 91
Hastings-on-Hudson	1 896		5 977 01		1 516 75
Haverstraw	3 607 09	60	3 051 56		9 644 10
Hempstead	2 221 08	660	1 052 41		2 997 98
Herkimer	2 197		1 975 23		5 935 64
Hosack Falls	2 188 90		218 99	111 77	3 249 41
Hudson Falls	3 410 82		244 26	251 10	4 275 90
Huntington	1 876 88		398 33		4 380 91
Ilion	3 974 71	221 55	21 66		2 997 96
Johnson City	2 651 17	300	282 54	40 56	4 591 59
Kenmore	1 282 52	300	2 720 38	206 07	2 620
Lancaster	3 583 07		3 263	302 10	1 865 06
Lawrence	2 332 26		474 46		8 917 69
Le Roy	1 320 28		480 76		5 795 26
Lynbrook	1 699 11				1 806 81
					2 185 87

Malone	1 752 31			92 1 01			3 743 32
Mamaroneck	2 152 80	361 60		1 086 60		1 167	4 130 40
Massena	1 591 85	1 431		403			2 356 45
Medina	1 525 15			835 20			3 791 35
Newark	1 928 13			637 43			2 565 56
North Tarrytown	1 971 09			115 13			2 086 22
Nyack	1 897 16	360		28 19			2 285 35
Ossining	1 660 78			95 80	259 51		2 016 09
Owego	1 984 42	270		374 22			2 628 04
Patchogue	2 412 28			1 393 59	132 98	126 43	4 065 78
Peekskill district 7	1 911			722 84	37 45		3 288 28
Peekskill district 8	1 527 99			3 025 95	27		4 963 95
Pelham Manor	1 983 33			2 509 22			4 492 55
Penn Yan	1 201 97			883 12	7 88		3 095 27
Perry	943 80	1 334 10		795 61	95 09	18	3 216 93
Port Chester	6 252 35			6 151 94			12 404 29
Port Washington	1 500 43	210		1 923 23			3 699 16
Rockville Center	918 75			1 619 71			2 568 46
Roslyn	1 274 64	2 150		1 336 46			4 761 10
Saranac Lake	1 446 23	1 000		141 68			2 587 91
Saugerties	2 907 37			531 40	500	3 014	1 031 20
Scotia	1 739 15	3		189 43	9 48		2 059 80
Seneca Falls	4 359 55	2 430		437 03			2 237 75
Solvay	1 130 41	780		631 28			2 365 06
Spring Valley	1 985 76	2 400		1 525 53			3 901 29
Tarrytown	1 680 49			783 81			2 404 30
Trondelora	608 01	175		691 92			1 444 93
Tupper Lake	1 047 36	200		40			1 287 36
Walden	1 400 06			600			2 000 06
Waterford	1 623 23			733 26			2 356 49
Waverly	1 679 80	30		1 474 46	102 08		3 286 34
Wellsville	2 022 43			658 00			2 681 03
Whitehall							
Total	8122 320 89	\$19 405 51	\$39 025 21	\$2 116 44	\$12 777 75		\$223 643 83

TABLE 6 (continued)
Financial statement showing payments in cities

CITIES	FIXED CHARGES					TOTAL
	PENSIONS	RENT	INSURANCE	TAXES	CONTRIBUTIONS AND OUTSTANDING	
Albany	\$38,692.81	\$1,700	\$739.45			\$41,123.26
Amsterdam	6,785.87	735	3,375.33			10,916.20
Auburn	11,027.52	600	2,789.36	\$104.10	\$271.96	15,092.94
Batavia	4,308.87	480	988.04		15.53	5,792.44
Beacon	1,899.12		217.13		510.03	2,626.88
Brantford	18,661.38	3,634	2,215.51			24,510.89
Buffalo	442,138.88	72,176.83	12,174.67			526,490.38
Camden	2,429.24	17.50	756.61	29.34		3,206.61
Catskill	4,219.67		1,511.29		37.92	5,806.97
Corning, district 9	2,512.24	150	1,082.60		134.01	3,774.81
Corning, district 13	1,241.51		298.24			1,539.75
Cortland	4,419.43		1,167.01		6,200.83	11,786.24
Dunkirk	5,892.98	550	286.04	135.45		6,864.47
Elmira	14,869.16		2,631.95	991.67		18,492.68
Fulton	5,279.27	404	3,359.29			9,032.56
Geneva	4,729.01	1,350	1,323.93	92.51		7,435.45
Glen Cove	906.41	50	5,102.25			6,058.16
Gloversville	4,921.26	300	2,650.50		1,008.50	8,880.26
Hornell	5,018.69		2,180.50			7,199.19
Hudson	2,083.82	1,230	2,189.60			5,503.42
Ilwaco	2,573.26	525	517.48			3,615.99
Ithaca	5,023.35	5	927.79	\$ 50	25	6,029.93
Jamestown	13,388.05		4,324.51	2,414.37		20,126.93
Johnstown	2,531.29	37.50	333.99			2,902.78
Kingston	6,822.70		2,024.76		729.13	9,576.59
Lackawanna	3,459.35		1,583.01	464.48		5,506.84
Little Falls	3,001.36		1,530.46			4,531.82
Lockport	8,779.41		1,106.80	3,595.25		13,481.46
Long Beach	644.80	300	1,067.20			2,012
Mechanicville			833.18			833.18
Middletown	2,592.59					2,592.59
Mount Vernon	4,224.78	190.50	3,670.09			8,085.37
New Rochelle	24,629.06		2,743.56			27,372.62
	19,501.29	1,010	3,713.08		7,601.30	31,225.67

New York	112 419 61	186 57	3 170 17	4 920 69	152 995 13
Newburgh	7 930 63	6 255 65	1 213 73	140	8 977 90
Niagara Falls	17 024 06	1 896 42	1 213 73		28 731 46
North Tonawanda	3 747 43	1 122 71			6 827 60
Norwich	3 217 33	588 48			4 465 04
Ogdensburg	2 873 79	2 031 25	639 89	8 622 50	3 462 27
Olean	5 515 81	335 92	101 25		17 160 48
Oneida	2 753 40	1 732 05	104 46		6 390 57
Ontario	3 076 28	4 784 23			4 912 70
Oswego	6 774 64	1 219 69			11 558 87
Plattsburgh	3 441 49	857 30	224 75		4 691 18
Port Jervis	2 603 37	4 158 46			3 685 42
Poughkeepsie	9 078 99	2 312 96			13 237 45
Rensselaer	3 669 94	30 07		5 750 35	4 030 01
Rochester	1 743 91	1 504 83			50 814 88
Rome	7 014 94	2 976 20	43 06		8 334 77
Salamanca	3 324 87	1 052 65			9 704 06
Saratoga Springs	4 999 10	5 549 41		50 50	35 920 80
Schenectady	29 159 89	6 866 35		25	71 426 20
Syracuse	63 703 85	2 825 81			4 851 48
Tonawanda	5 360 67				21 023 82
Troy	19 008 21	54 41	12 50		47 199 71
Utica	47 132 77	1 357 24	111 98	87 60	10 786 61
Watertown	8 732 70	4 755 13	1 990 97	5	6 083 36
Watervliet	4 673 56	11 356 09			18 762 95
White Plains	10 376 80			780	65 730 60
Yonkers	52 414 51				
Total, cities	\$1 011 247 15	\$132 222 57	\$15 023 31	\$37 228 95	\$1 482 525 44
Total, villages	122 320 80	69 025 21	2 116 41	12 777 78	255 045 83
Total, towns	472 591 15	218 638 43	8 648 44	44 537 25	831 049 89
Total, State	\$1 606 159 19	\$119 886 21	\$26 393 19	\$94 503 98	\$2 569 821 16
SPECIAL SCHOOLS					
Hunter Coll. (h. s. dept.), N. Y.					
Milne H. S. (dept. of N. Y. State Coll. for Teachers), Albany					
N. Y. Inst. for the Education of the Blind	\$1 425	\$2 717 34	\$4 413 36		\$8 615 70
N. Y. State Sch. for the Blind, Batavia					
Townsend Harris Hall (prep. dept. Coll. of City of N. Y.)	522 87				522 87
Total, special schools	\$1 947 87	\$2 747 34	\$4 413 36		\$9 135 57

a Paid to annuitants under Veteran's Act.

TABLE 6 (continued)
Financial statement showing payments in counties, excluding cities and villages under superintendents

COUNTIES	DEBT SERVICE					TOTAL
	PAYMENT OF BONDS		PAYMENT OF INTEREST		REFUNDS OF TAXES AND TUITION	
	REDEMPTION OF BONDS	PAYMENT TO SINKING FUND	REDEMPTION OF SHORT TERM LOANS	INTEREST ON BONDS			INTEREST ON SHORT TERM LOANS
Albany	\$16,350		\$3,017.51	\$18,337.67	\$67.50	\$27,801
Allegany	10,126		10,643.53	3,045.73	247.97	386,871
Broomfield	16,500	\$6,000	5,650.99	15,392.79	337.52	838,361
Cattaraugus	21,200		109,727.67	35,885.16	5,030.66	72,461
Cayuga	2,970		4,978.73	905.90	971.37	200,561
Chautauqua	29,691.66		71,888.88	38,128.27	1,100.13	212,931
Chemung	8,159		9,781.78	7,031.62	12.26	40,311
Chemung	7,553.86	5,000	1,550.07	4,042.96	18.45	431.19
Clinton	8,576		11,372	4,797.87	317.31	64,621
Columbia	8,073		4,111.59	5,784.20	117.37	251.74
Cortland	1,400		8,711.72	15	1,041.87	31.14
Delaware	1,747		46,486.37	9,322.05	757.85	260.15
Dutchess	11,995.56		3,885.91	7,116.40	115.78	405.22
Essex	51,651.15	3,600	26,885.63	61,647.04	620.61	493,931
Franklin	23,483.33		13,823.90	33,820.02	221.13	42,867
Fulton	1,900		11,880.84	506.50	715.81	171,671
Greene	4,620.20		953.82	2,261.53	17.46	24,721
Hamilton	1,170		5,107.42	453.50	179.80	103,771
Herkimer	3,825		4,754.08	1,587.62	111.92	620,461
Jefferson	2,180		3,590.61	1,974	202.81	70,721
Lewis	9,301		6,566.20	5,897.78	82.46	1,215,381
Livingston	13,000.96		6,312.75	8,934.12	280.10	28,779.85
Madison	2,600		3,956.30	7,128.51	269.03	1,730,851
Montgomery	10,110		15,734.64	4,873.80	245.51	31,527,331
Monroe	2,065		11,331.12	1,295	129.25	398,331
Nassau	22,793.52		11,267.05	15,886.02	45.06	35,161
Nassau	7,750	500	7,100.54	3,886.88	54.49	893,961
Niagara	92,452.55		202,405.61	124,605.81	3,578.26	924,311
Oneida	14,443.33	3,350	1,006.61	10,219.14	15.50	113,441
Orangetown	28,950	480	33,975.97	35,719.70	297.75	297,751
Orangetown	26,212.50		23,175.88	61,545.94	135.01	310,361

Ontario	8 824 99	5 094 30	1 511 76	86 81	56 98	18 604 89
Orange	28 090	37 050 05	41 398 36	397 71	505 06	107 531 32
Orleans	5 708 12	2 715 20	2 161 71	38 30	13 75	11 047 58
Oswego	2 866 51	18 283 37	476 20	532 40	97 20	22 975 77
Otsego	8 950	16 543 84	6 309 49	1 949 97	219 07	33 974 37
Putnam	8 022 50	5 92	2 233 46		115 78	10 377 06
Rensselaer	5 156 23	2 088 79	5 115 97	183 95	204 82	13 079 46
Rockland	21 057 14	50 597 06	22 561 70	530 82	191 53	34 938 25
St Lawrence	24 149 33	13 790 13	15 864 75	769 28	908 62	55 724 37
Saratoga	10 395	13 161 06	4 994 81	1 841 83	33 50	30 446 20
Schenectady	23 705	12 550	15 252 34	127 95	231 83	51 867 12
Schoharie	4 570	1 419 10	4 913 72	55 97	17 91	10 976 70
Schoharie	2 800	491 56	9 813 20	18 50	339 73	10 466 08
Schoharie	3 883 34	13 192	1 316 93	119 55	4 810 86	23 322 68
Schoharie	7 950	14 665 31	5 731 76	184 02	162 43	28 723 52
Schoharie	63 180 02	205 678 80	61 733 23	166 08	4 716 58	340 774 71
Schoharie	12 910	18 260 13	15 505 04	542 81	125 63	47 053 61
Schoharie	4 700	2 992 13	1 621 50	72 44	41 20	9 427 27
Schoharie	9 670	8 889 71	11 919 50	717 98	83 16	31 980 35
Schoharie	5 650	7 417 31	5 828 67	318 43	83 54	19 297 95
Schoharie	2 000	3 983 49	4 288 41	143 05	92 59	8 781 51
Schoharie	1 000	3 893 49	4 288 41	143 05	105 35	12 565 99
Schoharie	8 000	27 691 80	19 608 66	59 87	456 25	36 716 52
Schoharie	118 572	29 113 69	135 602 04	419 96	1 028 66	282 906 56
Schoharie	5 100 50	3 540 90	4 500 65	1 003 01	21 99	13 866 40
Schoharie	1 645	50 30	383 65	9 68	13 76	2 102 99
Total	\$875 618 63	\$1 181 881 82	\$831 961 76	\$30 916 13	\$85 992 61	\$3 907 755 42

Table 6 (continued)
Financial statement showing payments in villages under superintendents

VILLAGES UNDER SUPERINTENDENTS	DEBT SERVICE						TOTAL
	PAYMENT OF BONDS		REDEMPTION OF SHORT TERM LOANS	PAYMENT OF INTEREST		REFUNDS OF TAXES AND TUITION	
	REDEMPTION OF BONDS	PAYMENT TO SINKING FUND		INTEREST ON BONDS	INTEREST ON SHORT TERM LOANS		
Albion	\$2 700		\$45 000	\$1 796	\$907 09	\$20	\$4 196
Baldwin	15 500			10 617 20			71 744 29
Ballston Spa	2 500			1 628 75			4 128 75
Bath	1 000			330	174 44		13 301 26
Bay Shore	4 000	\$2 000	11 776 82	12 100 77	704 09		66 345 43
Carlisle	2 000		4 000	701 25	10 80		6 712 05
Catskill	2 000			800		16 97	2 816 97
Danville	2 000			650		25 03	2 675 03
Deerpark	2 500			2 026 36		31 56	4 537 86
East Rochester	2 333 33		4 000	5 851 67	60		12 245
East Syracuse	1 000		15 000	735	274 80	61 82	17 071 62
Endicott	16 675			28 687 88		36 36	45 349 24
Enfield	4 000			4 522 75		216 47	8 739 22
Frankfort	1 500			2 042			3 552
Fredonia	1 000		25 000	20 945	200 00	12 50	47 948 49
Freeport	3 725		76 000	23 321 50	934 71		104 181 21
Genevieve	2 000			1 458			3 458
Green Island	1 000			75			1 075
Harrison	2 500			2 900			5 400
Hastings-on-Hudson	4 000			3 015		24 01	7 039 01
Haverstraw	2 750		21 000	1 031 25	278 35		25 039 50
Hempstead	23 125		110 000	38 611 95	5 478 17		177 213 12
Herkimer	12 000		6 100	26 967 75		105 43	45 113 18
Hoosick Falls			13 940		476 54	21 450 85	35 867 39
Hudson Falls							16 790 79
Huntington	5 000	11 780		5 189 38	248 78	10 79	40 738 16
Ilion	7 100		28 000	6 056 40	87 21		13 320 61
Johnson City	14 500		1 400	22 911		38 20	38 849 20
Kennore	7 050		37 176 80	5 463 71	112 13	72 91	50 175 55
Laurester		500		13 743 50			14 243 50
Laureburg	3 000		3 880 47	4 906	125 83		11 906 30

Lawrence	12 020		41 015 14		53 035 14
Le Roy	7 500	6 000	2 790	33 88	10 823 88
Lynbrook	11 000	55 200	18 748 50	904 37	86 352 87
Malone	9 000	11 000	14 307 50	106 76	34 414 26
Manaroneck	10 050		23 982 08		43 032 08
Massena	8 150			7 721 25	15 871 25
Medina	14 000	28 015 78	20 650	43 70	62 515 44
Newark	2 750		9 315	48 39	5 386 92
North Tarrytown	6 000		1 800	100	15 415
Nyack	3 000		8 187		4 890
Ossining	10 000	121 800		6 197 76	146 184 76
Owego	2 000	13 000	400	101 74	15 569 74
Pateologue	5 000	49 000	315	616 06	54 931 06
Peekskill, district 7	4 500		5 056 06		9 556 06
Peekskill, district 8	4 000		4 657 25		8 657 25
Pelham Manor	8 000	15 000	23 615 50	318 15	47 038 65
Penn Yan	2 000		1 965	75	3 728 71
Perry	2 000		1 278 83	48 43	3 278 83
Port Chester	34 500		27 858		62 358
Port Washington	2 000	70 000	17 063 12	3 227 67	92 290 79
Rockville Center	17 500	40 200	23 436 35	769 05	81 902 40
Roslyn	12 250	39 000	8 840	396 67	51 486 67
Saranac Lake	3 500	47 331 08	2 223 75	489 48	53 009 31
Saugerties	2 145		2 052 60	15 40	4 253 29
Scoria	6 500	14 300	3 797 50	167 90	21 785 46
Seneca Falls	2 000	17 000	30 831 25	130 29	19 363 21
Solvay	12 000	24 958 33	8 943 75	41 67	67 833 23
Spring Valley	4 300	15 500	225	331 20	29 074 65
Tarrytown	10 000		6 610		16 610
Tioga	2 000		1 804		3 804
Tioga County	5 000		2 700	30	12 820
Upper Lake	1 000	5 000	598 75	43 10	182 30
Walden	2 000	4 600	362 50		2 362 50
Waterford	2 000		1 436 35		4 786 35
Waverly	3 300	7 600	2 280	491 01	13 429 34
Wellsville	3 000			63 27	4 043 27
Whitehall	2 000		1 980		
Total	\$405 423 33	\$1 026 654 28	\$571 054 70	\$31 584 94	\$2 072 204 34

TABLE 6 (continued)
Financial statement showing payments in cities

CITIES	PAYMENT OF BONDS		REDEMPTION OF SHORT TERM LOANS	PAYMENT OF INTEREST		EXPENDS OF TAXES AND TUITION	TOTAL
	REDEMPTION OF BONDS	PAYMENT TO SINKING FUND		INTEREST ON BONDS	INTEREST ON SHORT TERM LOANS		
Albany	87 000		8112 157 90	\$19 800 85	\$1 261 48	8011 47	8170 934 70
Ansterdam	29 000			8 035		168 30	37 203 30
Auburn	3 000		66 991 27	19 400	661 76	19 594 92	109 707 95
Batavia	4 944 74			3 002 58			7 917 32
Beacon							
Binghamton							
Buffalo	535 000		10 700	608 416 25	72 52	355 63	1 203 416 25
Canandaigua	4 000			1 040			16 168 15
Catskill							
Cornwall	2 000			24 360		53 10	26 113 10
Cornwall district 9	2 000			2 650			4 650
Cornwall district 13							
Cortland				17 469 15		1	37 170 15
Dunkirk	20 000			16 985			24 135
Elmira	7 150						
Fulton							
Geneva			44 000		382 50	11 95	44 394 45
Glen Cove							
Glen Falls	10 000		114 250	12 200	1 286 59		137 736 59
Gloversville	5 000		31 000	7 277 50	783 36		44 060 86
Hornell	17 000			16 560			33 560
Hudson	2 000			5 015 26		91 34	7 106 60
Ilwaco				650		9 517 42	10 167 42
Jamestown	30 000			73 362 50		178 97	103 511 47
Johnstown	6 000			1 822 50		7 822 50	7 822 50
Kingston	25 000			9 785		1 647 39	36 432 39
Lackawanna	3 375			1 075		26 96	6 476 96
Little Falls	9 000			13 632 50			22 632 50
Lockport	26 500			11 305 50		80 15	37 885 65
Long Beach	5 000			2 650			7 650
McAneville			8 000	15 857 50	37 86		38 895 36
Middletown	15 000			14 805			14 805

Mount Vernon	40 000		61 261		87 30	101 348 50
New Rochelle						
New York	5 760		6 985 75			12 745 75
Newburgh						
Niagara Falls	6 000		5 257 12	191 10		21 448 22
North Tonawanda	8 902 97	81 000	8 445 55	716 98		30 005 20
Norwich						17 000
Ogdensburg	15 800		30 157		235 80	46 192 80
Olean	6 000		2 258 75			8 258 75
Oneida	10 500		3 540			39 154 17
Oswego						680 53
Plattsburg	7 000		3 487 50	653 87	35 06	10 487 50
Port Jervis	4 000		17 345			21 345
Poughkeepsie					45 50	45 50
Rensselaer	207 440	27 000	371 046 05	70 911	1 055 81	2 174 452 86
Rochester	11 000		17 103 26			28 103 26
Rome	5 775 50		4 228 40			16 005 90
Saratoga Springs	4 000		9 606			13 696
Schenectady	230 841 31	11 549 74	119 749 08		1 077 93	300 668 32
Syracuse	4 000		9 980			11 549 74
Tonawanda	62 985 31		42 539 30			105 524 61
Troy			71 480 50		380 30	105 380 30
Utica					26	71 480 76
Watertown	1 000		26 171 25			27 171 25
Watervliet	202 590		265 439 98			740 536 63
White Plains						
Yonkers			272 506 65			
Total, cities	81 672 566 83	839 549 74	82 189 719 99	877 062 02	835 206 36	86 089 703 22
Total, villages	405 423 33	11 280	571 054 70	31 581 91	23 207 09	2 072 204 31
Total, towns	875 618 03	21 355 67	1 181 881 82	30 916 13	25 992 01	3 067 725 12
Total, State	\$2 953 608 19	\$75 185 41	\$1 398 250 09	\$139 563 09	\$81 465 46	\$11 229 652 98

SPECIAL SCHOOLS

Hunter Coll. (h. s. dep't), N. Y.
 Milne H. S. (dep't of N. Y. State Coll. for Teachers), Albany.
 N. Y. Inst. for the Education of the Blind
 N. Y. State Sch. for the Blind, Batavia
 Townsend Harris Hall (pre- dep't), Coll. of City of N. Y.).

Total, special schools

TABLE 6 (continued)
Financial statement showing payments in counties, excluding cities and villages under superintendents

COUNTIES	LAND	IMPROVEMENT OF NEW BUILDINGS	NEW BUILDINGS	ALTERATION OF OLD BUILDINGS	NEW BUILDINGS AND GROUNDS			
					HEATING, LIGHTING, PLUMBING AND ELECTRICAL	FURNITURE	INSTRUCTIONAL APPARATUS	OTHER EQUIPMENT
Albany	\$5 425	\$143	\$162 947 35	\$10 076 92	\$5 884 62	\$98 25		\$97 82
Allegany	200	46 24	21 399 95	54 74	1 026 16	631 16	\$12 72	
Brecon	861 15	609 63	14 746 83	204 80	6 70	512 69		517 70
Cattaraugus	7 700	404 08	219 210 97	3 792 18	52 086 01	12 446 24	1 613 83	2 517 08
Cayuga	4 800	441 67	500	336 46		98 96	93 02	144 25
Chautauque	15 400 80	13 673 92	194 691 24	4 143 43	56 636 04	3 047 63	805 31	403 38
Chemung	2 000	886 88	143 667 08	1 132 55	9 326 96	3 213 94	94 08	699 47
Chenango	410	66 30	3 272 20	594 61	145 75	1 038 91	533 74	82 70
Clinton	500		12 115 02	180 40	2 658 78	2 749 75	1 286 96	200
Columbia	6 240 35	1 106 38		663 56	14 50	202 47		108 78
Cortland	111 56			776 73		712 92	377 40	34 10
Delaware	3 220 33	94 20	17 076 48	1 776 73	1 958 72	1 448 58	404 65	32 80
Dutchess	825	2 480 99	2 732	1 275 14	137 50	128 83		190 66
Essex	21 810	247 04	183 132 17	669 51	65 885 43	4 438 14	633 51	2 916 27
Franklin	12 325	12 253 47	14 218 23	12 095 61	8 973 54	14 525 94	3 513 99	494 31
Franklin	1 125	86 45	14 043 82			680 04	201 86	60 50
Fulton			27 673 01	170 46	3 785	1 292 42	45	30
Genesee	265 50		6 731 06	2 092 50	46 53	472 71	214 14	
Greene	300	223	1 197 05	534 39		24 50	142 55	
Hamilton	511							
Herkimer	29 20		36 902 49	4 701 84		145 50	385 82	12
Jefferson	18 90		50 152 25	753 24	20 100 51	7 029 36	2 474 25	303 39
Lewis	10	789 04	18 253 16		18 661 30	3 716 60	147 15	299 41
Livingston	8 229 10			274	39 69	528 30	90 23	192
Madison	1 671 05	255 88	63 108 62	353 98		1 791 77	1 490	124 81
Monroe	4 811 57	2 616 48	2 616 48	2 616 48	33 365 69	9 177 14	1 469 27	1 827 78
Montgomery	3 631 60	1 171 23	2 014 50	1 754 28	425	472 05	133	5 95
Nassau	42 182 13	19 573 38	521 196 19	59 223 51	25 212 65	36 225 12	1 316 46	2 612 85

Niagara.....	1 500	500	40 425 34	28 517 03	7 536 90	3 474 25	1 349 72	468 28
Orinda.....	1 550	1 903 60	137 354 40	8 759 94	31 627 51	6 701 92	1 325 71	664 46
Orondaga.....	2 508 63	2 508 63	553 260 04	1 734 28	17 731 18	45 640 82	4 132 35	610 01
Ontario.....	2 215	274 43	145 706 02	1 624 60	679 74	588 65	136 16	258 38
Orange.....	2 316 91	2 316 91	20 697 53	94 78	6 760 50	1 945 60	18 79	1 682 83
Orleans.....	2 306 53	2 306 53	20 697 53	94 78	6 760 50	1 945 60	18 79	1 682 83
Oswego.....	443 27	443 27	555 82	6 221 34	1 541 50	1 071 00	103 42	387 46
Otsego.....	2 119 36	2 119 36	15 876 45	4 235 50	777 88	1 312 08	32 92	197 51
Putnam.....	200	754 51	26 743 60	2 331 76	806 55	544 60	37 80	245 96
Rensselaer.....	254	237	134 179 89	26 783 95	49 870 92	15 018 53	3 187 47	2 748 58
Rockland.....	5 602	11 611 63	20 769 72	884 47	5 530 36	1 738 99	2 953 01	304 35
St Lawrence.....	490 50	33 40	9 276 23	584 47	136 21	1 029 44	6 43	591 35
Saratoga.....	4 500	391 78	49 980 04	347 94	16 434 62	1 363 16	32 57	504 95
Schenectady.....	44 10	63 782 22	386 53	347 94	12 545 83	1 231 07	262 81	121 12
Schoharie.....	31	3 835 61	810 93	810 93	8 53	8 53	27 34	24 77
Schoyler.....	100	54 661 34	449 25	449 25	198 24	226 69	140 05	473 95
Saratoga.....	57 354 40	771	635 883 27	12 344 25	41 930 50	1 893 98	42	1 001 93
Suffolk.....	9 251 60	103 97	635 883 27	313 71	942 98	2 187 86	119 88	84 94
Sullivan.....	600	17 50	2 869 50	185 38	230	320 56	13 30	75 09
Tioga.....	300 43	991 04	11 495 31	910 76	890 65	113 95	63 27	125 81
Tompkins.....	2 090	1 267 05	2 000	4	802 91	1 578 12	49 44	5
Ulster.....	1 808 50	212 96	15 398 94	4	3 035 75	2 005 45	2 587 39	1 072 13
Warren.....	16 773	979 12	232 097 46	439 16	60 506 19	367 10	217 45	775 28
Washington.....	42 447 90	13 702 30	421 485 27	40 164 33	46 402 33	14 734 30	3 585 87	2 159 80
Wayne.....	146 80	27 20	17 873	73 31	991 33	367 67	696 30	116 52
Westchester.....						25 90		
Wyoming.....								
Yates.....								
Total.....	\$306 806 10	\$100 654 85	\$4 365 436	\$246 192 58	\$621 432 26	\$212 222 22	\$37 403 52	\$29 674 67

TABLE 6 (continued)
Financial statement showing payments in villages under superintendents

VILLAGES UNDER SUPERINTENDENTS	LAND	IMPROVEMENT OF NEW GROUNDS	NEW BUILDINGS	ALTERATION OF OLD BUILDINGS	HEATING, LIGHTING, PLUMBING AND ELECTRICAL	CAPITAL OUTLAY			
						NEW BUILDINGS AND GROUNDS			
						FURNITURE	INSTRUCTIONAL APPARATUS	OTHER EQUIPMENT	
Albion		\$107	\$75 138 24	\$454 36 52	\$28 635 15	\$5 426 25			
Baldwin									
Babylon Spa									
Bath			29 629 30						
Bay Shore	\$5 683	799 90			1 609 85	5 449 05	\$104 98	\$3 344 87	
Carthage			13 034 61	182 58					
Catskill				37 16	506 41	170 53	128 95	128 35	
Danville	417 75			314 39	181 93		94 98	130 80	
Dewey			50 880 86						
East Rochester									
East Syracuse			69 739 73	68					
Endicott			6 082 80						
Fairport									
Frankfort	500		3 511 58						
Fredonia		1 289 87	198 906 17	154 21	2 930 28	727 06	2 834 98		
Freeport									
Gouverneur									
Green Island									
Harrison	25 000								
Hastings-on-Hudson	48 600			853 39					
Haverstraw									
Hempstead			3 758 14			1 764 60	49 32		
Herkimer			220 602 66			341 70			
Hoesack Falls		6 338 48			7 738 09	7 723 61	17 217 54	1 011 80	
Hudson Falls					61 097 17	1 692 62	41		
Huntington							2 97		
Ilion			156 808	4 02					
Jen			38 235 80						
Johnson City	5 302 50		795 34						
Kennett			22 376 75						
			8 202 07						
				4 528 99					735 37

Lancaster	143 447 33				1 317 89				
Lansburg					1 016 85	150			12 75
Lawrence	35 009	87 60		1 153 53	829 29				15 67
Le Roy					2 394 54	48 98			606 17
Lynbrook									158
Malone		5 827 06							2 023 15
Manamouche	45 436 70	1 604		30 382 31	7 174 04	36			249 55
Massena		511 39			170				11 99
Medina									
Newark	700	16 20		9 337 08	46 379 72	13 48			
North Tarrytown		110		1 078 59	2 133 20	2 271 80			
Nyack				7 816 70	32 380 38	1 227 48			
Ossining					5 000	1 944 02			2 715 17
Owego					5 454 60				
Patchogue	15 375	48 75		17 029 21					
Peekskill, district 7				151 19					
Peekskill, district 8									
Pelham Manor									
Penn Yan	7 076 04	10		2 381 55	316 17	1 773 86			1 167 16
Perry	3 377 09								
Port Chester				12 46	9 374 35	72 40			19 92
Port Washington				122 160 79	20 732				
Portville	50 000			5 219 14	1 657 50				
Rockville Center				575 66	36 314 34	321			45 68
Roslyn		405 88		202 69					
Saranac Lake	6 939 94			50 88	74 94				
Saugerties				99 70					
Scotia	17 647 22			3 036 64					
Seneca Falls				1 000					
Solvay		85		1 568 04					
Spring Valley	10 681 80	5		12 863 16					
Tarrytown		61 62							
Tioga		997 46							
Tonawanda									
Tupper Lake		2 419 17		178					
Walden					105 28				
Watertown				3 20	340 22				
Waverly						23 94			
Wellsville	1 871 61			133 17	470 35	237 85			
Whitell				343 15	33 89	11 75			
Total	\$279 031 65	\$20 754 41	\$2 511 995 47	\$204 065 42	\$287 410 72	\$17 848 88	\$29 588 18	\$11 786 53	

TABLE 6 (continued)
Financial statement showing payments in cities

CITIES	LAND	IMPROVEMENT OF NEW GROUNDS	NEW BUILDINGS	ALTERATION OF OLD BUILDINGS	CAPITAL OUTLAY			
					HEATING, LIGHTING, PLUMBING AND ELECTRICAL	FURNITURE	INSTRUCTIONAL APPARATUS	OTHER EQUIPMENT
Albany								
Amsterdam	\$7,005.20	\$15,706.89	\$179,745.35	\$811.72	\$15,911.63	\$26.25		\$6
Auburn						11,126.30		
Batavia								
Beacon								
Baghdadon	45,000	38.38	108,493.01		43,786.90	742.55	\$1.95	
Buffalo	152,300		1,934,185.22	1,330.38	123.21		334,229.28	18.80
Canandaigua								
Colosse		\$50						215
Corning, district 9			344,823.80		318.21	1,887.60		
Corning, district 13				4,000				
Cortland								
Dunkirk	6,164.23	2.40	1,165.11	719.89	345.07			39
Elmira	217.83	133.52	198,657	401.17	87,913.70			
Fulton	7,601.57		29.10		40	362.30		
Geneva			45,059.75	2,270.85	170.34		23.76	
Glen Cove								
Glen Falls	23,713.49	188.70	125,844.36	743.78	13,068.90		2.72	4.75
Gloversville			1,000	101.90				
Hornell	15,000		260,592.91	1,342.53				
Hudson	14,505		542.28					
Ithaca	10,000	91	92,819.71		13.271			
Jameson	59,765	788.90	189,924.43	6,193.33				
Johnstown								
Kingston				95.77				
Lockport								
Little Falls			1,926.11	507.30		884.88		331.05
Lockport	50,700		247.17	534.46	2,584.74	10.12	10,896.88	59.50
Long Beach	16,000	260.54	150	1,121.64	130	150	25	
Middletown							209.03	555
Mount Vernon	73,621.75		241,679.11	888.15				
			16,703.20	17,581.27	1,641.30			

TABLE 6 (continued)

Financial statement showing payments in counties, excluding cities and villages under superintendents

[illegible]

Chandaga	2 598 14	2 590 62	479 34	580 76	7 046 53	648 951 66	310 746 34	1 838 803 08
Chautauq	.....	.....	221 63	391 78	.....	5 421 86	263 994 30	675 822 43
Orange	12 336 43	2 784 38	1 690 46	382 72	39 734 28	215 792 26	29 941 18	1 217 385 45
Orleans	.....	.....	238 90	31	.....	37 987 40	29 989 39	306 176 09
Oswego	1 095 79	1 434 51	686	484 40	801 22	14 436 69	90 013 34	568 513 97
Putnam	253 25	396 92	738 76	669 56	431 21	25 047 67	81 968 36	638 101 99
Rensselaer	696 28	400 90	834 44	696 53	1 448 89	8 593 02	34 231 56	225 503 80
Rockland	.....	.....	834 44	278 80	.....	33 123 81	376 377 79	922 899 58
St. Lawrence	304 30	2 162 88	884 09	289 52	2 798 53	255 402 31	184 691 73	964 885 01
Saratoga	1 901 68	454 96	994 54	239 08	375 12	37 670 41	133 931 71	448 296 27
Schenectady	389 25	1 300 90	400 80	319 73	297 06	13 520 40	52 723 31	486 353 17
Schoharie	85	137 79	1 429 86	168 71	6 208 10	81 246 58	126 844 24	319 075 52
Schuyler	40 93	162 47	92 31	58 47	431 51	1 133 63	62 261 82	349 985 76
Seneca	.....	75 80	.....	.....	151 07	78 600 58	73 887 05	254 683 01
Steuuben	149 94	752 63	3 18	281 53	38 60	8 616 29	26 966 18	812 738 65
Suffolk	462 02	1 671 21	1 777 17	213 74	238 33	60 163 01	121 429 95	3 699 824 62
Sullivan	6 377 01	9 111 27	2 714 46	1 090 26	10 367 28	780 553 62	1 256 021 91	.....
Tioga	2 925 58	3 685 35	677 39	276 82	1 493 87	86 362 87	171 610 58	.....
Tompkins	159	323 78	196 31	6 5	18 04	5 025 09	38 112 77	262 787 30
Ulster	387 91	298 74	1 019 01	785 90	211 68	5 137 67	41 204 99	504 088 14
Warren	230 14	1 110 50	147 58	239 26	1 763 17	21 700 61	72 518 04	297 353 43
Washington	9 31	171 23	149 01	210 61	1 14	3 270 19	56 244 96	275 380 68
Wayne	1 272 14	37	24 82	94 82	161 28	27 495 96	45 517 45	485 325 1
Westchester	.....	137 62	957 76	1 675 06	5 384 93	324 010 13	337 296 55	1 250 091 36
Wyoming	15 408 13	10 697 64	4 561 38	2 938 36	8 507 07	626 134 08	693 338 67	3 042 547 66
Yates	460 13	332 64	332 16	153 57	1 446 52	23 048 15	70 137 43	465 700 61
Total	894 161 16	805 135 90	\$43 403 76	835 300 15	\$167 578 48	\$6 354 891 65	\$8 876 179 14	\$41 257 839 11

TABLE 6 (continued)
Financial statement showing payments in villages under superintendents

CAPITAL OUTLAY (continued)									
OLD BUILDINGS AND GROUNDS					OTHER CAPITAL OUTLAY		TOTAL	AMOUNT REMAINING ON HAND JULY 31, 1923	TOTAL PAYMENTS AND BALANCE ON HAND
HEATING, LIGHTING, PLUMBING AND ELECTRICAL	FURNITURE	INSTRUCTIONAL APPARATUS	OTHER EQUIPMENT						
Albion		\$472.77	\$54.83	\$239.81		\$854.29	\$1,876.09	\$41,549.05	\$122,020.86
Baldwin	\$605.25	1,066.24	63.30			556.79	111,644.22	28,970.73	293,331.54
Baileston Spa		293.53	415.47	72			7,674.27	7,674.27	70,840.16
Bath							29,629.30	297,463.73	296,690.62
Bay Shore	486.26						17,567.91	7,979.21	180,436.08
Carthage		249.81	11	192.05			13,670.05	186.08	73,733.70
Catskill						20.27	1,429.62		69,546.75
Danville	83.16		664.78	122.63			2,456.85	10,763.44	73,178.38
Depew		864.04	1,008.45	371.93		747.90	2,510.63	18,230.01	110,256.61
East Rochester		382.35	382.52	466.81			188.15	132,579.51	266,013.01
East Syracuse	51	162	437.73	849.73		470.24	2,579.34	1,867.50	86,852.99
Endicott	320.61	2,575.33	2,208.56	172.11		1,275.93	76,475.80	180,978.87	516,123.74
Fairport	28.50	114.65				659.88	7,485.23	380,339.73	458,061.65
Frankfort		1,065.10	333.40			208.82	2,107.82	8,265.44	69,181.12
Fredonia						13.24	11,527.61	14,148.24	150,020.57
Freeport	311.56	736.19	1,325.78	563.13		30,797.99	232,795.63	122,869.92	959,600.14
Gouverneur								9,818.13	82,474.36
Green Island		451.43		29.62		876.36	1,357.41	1,631.30	34,265.74
Harrison		412.16	160.50	305.75			25,878.41	15,081.78	122,433.92
Hastings-on-Hudson	75.54	415.27	320.12	449.23		1,049.38	52,976.85	25,668.60	172,505.26
Haverstraw							341.76	4,736.31	99,520.04
Hempstead						1,245	45,082.66	522.44	410,355.40
Herkimer	8	124.63	496.26	269.36			284,331.70	87,049.42	544,850.67
Hoosick Falls	1.46	6	1.58	274.19			286.20	2,400.55	96,936.08
Hudson Falls	32.33	24.54	170.38	112.84			157,152.11	93,847.16	340,686.65
Huntington	250	2,207.24				79	46,074.54	507,116.35	730,988.16
Ilion			47.50			642.65	1,485.49	2,603.62	155,194.61
Johnson City	846.82	1,564	682.46	1,735.68			27,461.08	64,005.60	294,013.51
Kennett	1,738	1,850.25	677.16	187.18			17,183.65	24,293.61	174,326.36

Lancaster.....	879 82	.....	318 30	.....	.....	144 765 22	103 866 97	328 815 37
Lansburg.....	82 80	.....	112	.....	150 97	1 197 62	775 58	154 763 38
Lawrence.....	.....	3 312 25	36 14	.....	2 037 27	352 813 46	4 991 12	642 758 28
Le Roy.....	.....	41 16	246 46	.....	881 41	2 368 50	6 537 25	94 213 97
Lymbrook.....	.....	.....	120	.....	1 364 20	50 825 33	1 448 37	210 832 56
Malone.....	.....	46 50	71 20	.....	164 062 31	164 062 31	83 248 17	396 143 15
Mannoneck.....	.....	276 90	214 79	.....	35 85	69 193 02	33 325 46	326 228 22
Massena.....	51 11	190 68	.....	.....	95 85	1 119 85	5 077 78	110 922 34
Medina.....	270 54	735 60	.....	.....	273 177 27	3 757 87	182 945 84	569 457 92
Newark.....	25 51	4 143 89	517 47	.....	10 82	155 135 74	2 347 70	122 735 44
North Tarrytown.....	131 36	790 21	736 15	.....	12 60	21 145 54	21 145 54	274 960 91
Osseung.....	.....	34	311 21	.....	624	60 359 87	19 327 23	141 863 46
Owego.....	.....	424 14	37 49	.....	137 05	56 416 95	215 379 29	375 812 60
Patchogue.....	.....	.....	.....	.....	262 51	164 901 95	360 247 26	331 003 69
Peekskill, District 7.....	189 61	.....	.....	.....	.....	1 065 24	2 444 81	696 470 72
Peekskill, District 8.....	.....	.....	.....	.....	.....	.....	2 060 17	116 932 63
Pelham Manor.....	.....	8 75	256 05	.....	65	15 501 18	88 208 41	88 208 41
Penn Yan.....	.....	37 78	.....	.....	31 61	9 162 87	9 162 87	245 619 52
Perry.....	162 97	91 57	261 66	.....	154 78	1 558 48	69 232 11	69 232 11
Port Chester.....	39 924 36	.....	.....	.....	.....	65 819 34	229 893 19	367 122 65
Port Washington.....	.....	982 50	.....	.....	.....	296 190 24	42 355 27	734 566 30
Rockville Center.....	.....	.....	.....	.....	.....	117 390 32	260 729 09	639 273 83
Roslyn.....	1 187 48	1 349 59	776 15	.....	244 50	251 110 42	306 727 63	771 066 75
Saranac Lake.....	125 99	485 86	661 29	.....	418 04	4 166 29	5 986 90	175 842 69
Saugerties.....	105	235 50	49 03	.....	75 97	14 456 78	386 378 84	562 608 80
Scotia.....	142 33	322 04	239 17	.....	140 36	365 20	1 846 04	52 669 04
Seneca Falls.....	.....	1 500	123 16	.....	162 80	2 755 99	9 944 17	139 513 07
Solvay.....	1 431 64	1 339 46	480 08	.....	9 774	2 755 99	9 944 17	139 513 07
Spring Valley.....	7 48	52 17	21	.....	35	43 001 98	515 277 17	738 727 37
Tarrytown.....	169 75	88	.....	.....	825 60	43 463 07	274 221 97	429 531 72
Ticonderoga.....	.....	170 50	.....	.....	.....	5 193 18	3 085 85	129 531 35
Tupper Lake.....	1 072 37	364	140	.....	1 453 26	22 303 04	22 303 04	162 573 25
Walden.....	.....	.....	80	.....	1 340 88	5 596 80	3 620 71	84 443 59
Watford.....	839 57	25 92	267 50	.....	17 64	4 515 80	436 40	71 961 70
Waverly.....	25 71	316 35	109 98	.....	.....	1 137 77	1 511 42	62 611 63
Wellsville.....	203	2 141 50	226 19	.....	335 26	2 708 20	.....	84 821 30
Whitehall.....	.....	.....	.....	.....	1 492 48	2 898 49	4 500 04	112 155 06
Total.....	\$51 867 13	\$35 221 40	\$16 014 19	\$12 411 58	\$60 259 09	\$3 568 284 65	\$5 413 737 52	\$17 836 368 49

TABLE 6 (concluded)
Financial statement showing payments in cities

CITIES	CAPITAL OUTLAY (concluded)					TOTAL	AMOUNT REMAINING ON JULY 31, 1923	TOTAL PAYMENTS AND BALANCE ON HAND
	HEATING, LIGHTING, PLUMBING AND ELECTRICAL	FURNITURE	INSTRUCTIONAL APPARATUS	OTHER EQUIPMENT	OTHER CAPITAL OUTLAY			
Albany.....	\$43 11	\$5 675 65	\$3 310 85	\$929 38	\$1 684 36	\$15 317 32		\$1 215 850 10
Amherst.....						262 795 57	\$17 778 73	\$89 291 78
Auburn.....	5 835 63	214 43	3 693 32	337 65	35	16 812 38	98 212 65	589 550 50
Batavia.....	325 22	353 35	171 46	111	30 03	311 170 68	172 318 65	796 133 98
Beacon.....	231 97		102 15	38 37		372 49	70 532 02	190 851 68
Binghamton.....	448 65	3 468 25	2 484 22	759 82	1 813 56	164 038 98	670 204 31	1 777 792 10
Buffalo.....					213 155 80	2 633 870 30	3 847 201 21	15 483 482 81
Canandaigua.....	1 018 81	1 356 20	1 815 66	266 03		4 456 70	2 774 44	137 137 69
Catonsville.....	40 56					1 135 50		133 027 50
Corning, district 9.....		58 79	140 62	2		347 252 41	164 734 23	626 270 17
Corning, district 13.....			124 87	10		183 66	3 014 12	82 203 21
Cortland.....						4 000	68 985 34	230 211 15
Dunkirk.....	574 80	1 440 49	10 583 11	5 35		14 866 31	145 872 20	477 980 89
Elmira.....	16 661 19	4 494 59	2 628 22	352 26	196 55	317 662 37	618 154 71	1 506 261 63
Fulton.....		345 83			11 020	12 015 06	108 587 56	271 913 81
Geneva.....	49 41	467 23	431 80			56 014 71	473 638 99	734 097 24
Glen Cove.....							107 488 47	225 995 11
Glen Falls.....	379 57	375 32	33 91	644 14	217 60	165 217 27	216 604 78	686 693
Gloversville.....	1 869 96	1 091 48	1 571 36	250 50	243 29	6 158 43	3 470 76	340 667 53
Hornell.....	15 140 61	661 05	219	617 19		293 573 82	129 811 69	665 226 83
Hudson.....	420	375 72	1 073 19	537 40	195 68	17 940 27	201 421 81	349 528 09
Ithaca.....	3 403 87	2 111 66	3 572 66	751 33	502 70	132 028 26	55 844 79	424 176 64
Jamestown.....	621 74	1 625 87	5 678 15	1 316 14		259 720 32	577 191 91	1 551 243 66
Johnstown.....		1 216 12	463 42	49 36	46 88	1 775 78	17 412 19	177 123 66
Kingston.....	443 88	929 11	211 76	767		2 447 52	15 462 50	312 199 23
Lackawanna.....		743 55	168 38			961 93	39 090 79	255 590 90
Little Falls.....	49 44	744 80	33 07		225	4 841 65	73 601 77	243 405 33
Lockport.....	9 081 15	588 75	1 797 68	1 474 51	580 76	78 836 26	282 728 95	718 883 48
Long Beach.....						17 396 04		58 096 64
Mechanicville.....						2 122 51	2 561 97	208 789 68
Middle-town.....	1 108 78		34	415 70		245 447 24	179 939 41	631 772 10
	492 96	523 56	1 606 64		262 85			

Mount Vernon.....	5 645	8 639 42	3 150 23	628 45	45 677 40	172 741 50	698 684 15	1 968 495 34
New Rochelle.....	46 092 66	8 324 35	1 579 88	1 180 18	804 774 76	3 596 436 43	1 594 818 59	297 202 178 64
New York.....	185 096 47	39 896 67	46 506 95	311 60	.....	9 716 22	98 553 53 30	380 492 35
Newburgh.....	.....	.....	.....	.....	.....	1 383	1 374 766 06	3 568 483 32
Niagara Falls.....	4 773 49	.....	8 846 53	.....	.....	3 261 82	2 962 74	232 245 44
North Tonawanda.....	.....	.....	3 261 82	.....	.....	229 031 43	2 962 74	377 759 68
Norwich.....	18	.....	.....	266 46	.....	1 500	.....	150 633 96
Ogdensburg.....	.....	1 816 81	2 790 54	566 64	11 671 68	293 754 96	113 938 72	708 232 77
Olean.....	11 613 42	830 23	719 28	144	.....	4 310 41	51 356 54	198 622 58
Oswego.....	304 76	329 75	347 14	.....	.....	51 226 37	11 821 63	231 371 85
Oneonta.....	.....	667 45	19 50	905 77	.....	279 495 89	15 762 18	533 304 71
Oswego.....	29 31	32 91	.....	.....	39 79	5 430 67	.....	133 130 94
Plattsburg.....	1 258 65	.....	9 05	.....	.....	178 340 04	258 194 07	601 348 91
Port Jervis.....	183 92	96 37	.....	50 24	216 65	117 121 20	145 043 28	679 213 26
Poughkeepsie.....	.....	.....	.....	.....	.....	1 809 47	8 447 88	144 871 90
Rensselaer.....	335 263 16	28 683 32	22 038 83	.....	.....	2 483 802 30	378 562 43	10 378 502 94
Rochester.....	1 081 48	4 258 65	.....	4 744 58	.....	101 196 11	199 601 73	623 361 86
Rome.....	286 15	1 630 23	670 89	187 40	87 53	3 278 08	60 801 63	189 508 11
Salamance.....	23 73	4 059 95	741 44	228 70	142 18	130 993 45	286 220 80	668 363 32
Saratoga Springs.....	5 578 33	.....	20 52	18 04	.....	64 870 22	1 708 454 90	3 414 441 43
Schenectady.....	.....	2 964 30	433 75	.....	.....	3 398 05	1 857 078 14	3 759 106 97
Syracuse.....	.....	.....	.....	.....	.....	129 631 30	96 452 52	363 461 11
Tonawanda.....	2 840 51	4 638 98	3 755 79	.....	.....	248 962 48	16 697 49	1 019 880 05
Troy.....	9 248 36	228 71	466 34	859 22	.....	389 133 70	192 388 22	1 782 988 02
Watertown.....	.....	24 75	1 077 03	92 80	.....	267 810 73	175 429 49	910 261 80
Watervliet.....	3 891 90	3 325	2 812 84	4 446 66	.....	1 194 58	37 929 39	173 362 06
White Plains.....	11 333 35	14 707 44	5 878 72	.....	2 790 15	120 198 45	353 006 35	1 092 302 27
Yonkers.....	.....	.....	.....	.....	.....	263 216 23	492 222 70	3 646 616 78
Total, cities.....	\$678 070 47	\$158 966 24	\$147 130 52	\$24 602 97	\$1 120 178 11	\$29 698 433 44	\$116 220 298 09	\$278 979 608 65
Total, villages.....	51 867 13	35 221 40	16 014 19	12 411 58	60 259 09	3 568 284 65	5 413 737 82	17 836 368 49
Total, towns.....	94 161 16	95 135 90	43 403 76	35 300 15	167 578 48	6 354 891 65	8 876 179 14	44 257 839 11
Total, State.....	\$824 098 76	\$289 323 54	\$206 548 47	\$72 314 70	\$1 357 015 68	\$39 621 609 74	\$130 510 215 05	\$341 073 816 25
SPECIAL SCHOOLS								
Hunter Coll. (h. s. dep't), N. Y.....	.....	.....	.....	.....	.....	.....	.....	\$408 710 39
Milne H. S. (dep't of N. Y. State Coll. for Teachers), Albany.....	.....	.....	.....	.....	.....	.....	.....	13 952 24
N. Y. Inst. for the Education of the Blind.....	.....	.....	.....	.....	.....	.....	.....	1 039 817 97
N. Y. State sch. for the Blind, Batavia.....	.....	.....	.....	.....	.....	.....	.....	105 866 50
Townsend Harris Hall, (prep. dep't, Coll. of City of N. Y.).....	.....	.....	.....	.....	.....	.....	1 291 33	259 331 74
Total, special schools.....	.....	.....	.....	\$106 65	\$610 136 08	\$684 813 50	\$247 193 91	\$1 727 378 81

TABLE 7
Miscellaneous and compulsory attendance

COUNTIES	Super- visory districts	MISCELLANEOUS					NO. OF PERSONS IN PARENTAL RELATION TO CHILDREN				No. of firms or corpor- ations fined	No. of truants arrested by at- tendance officer	No. of com- mitted to truant schools
		No. of inspec- tions by district superin- tendent	Districts building new school- houses during year	Districts observ- ing Arbor day	No. of trees planted on school grounds	No. of school record certifi- cates granted	Arrested	Fined	Im- prisoned				
Albany.....	1	144	.....	.....	64	31	29	10	.....	.....	.....	.....	.....
	2	64	.....	55	57	12	.....	.....	.....	.....	.....	.....	.....
	3	179	.....	.....	33	46	13	8	.....	.....	.....	2	.....
Albany.....	1	124	.....	49	45	.....	.....	.....	.....	.....	.....	.....	.....
	2	75	.....	32	45	13	1	1	.....	.....	.....	2	.....
	3	124	.....	.....	43	3	1	1	.....	.....	.....	3	.....
Broome.....	4	133	.....	.....	34	18	10	14	.....	.....	.....	.....	.....
	5	155	.....	.....	43	17	.....	.....	.....	.....	.....	.....	.....
	1	146	.....	.....	36	23	.....	.....	.....	.....	.....	1	.....
Broome.....	2	152	.....	42	37	23	.....	.....	.....	.....	.....	.....	.....
	3	140	.....	38	12	40	.....	.....	.....	.....	.....	.....	.....
	4	208	.....	59	31	14	4	2	.....	.....	.....	3	.....
Cattaraugus.....	1	136	.....	57	59	32	.....	.....	.....	.....	.....	.....	.....
	2	139	.....	39	32	20	1	.....	.....	.....	.....	9	.....
	3	72	.....	51	38	28	.....	.....	.....	.....	.....	.....	.....
Cattaraugus.....	4	146	.....	41	41	33	3	1	.....	.....	.....	.....	.....
	5	191	.....	49	17	12	.....	.....	.....	.....	.....	.....	.....
	1	141	.....	49	16	13	.....	.....	.....	.....	.....	1	.....
Cayuga.....	2	108	.....	37	10	13	.....	.....	.....	.....	.....	.....	.....
	3	192	.....	39	5	10	4	3	.....	.....	.....	.....	.....
	4	43	.....	33	12	9	.....	.....	.....	.....	.....	.....	.....
Cattaraugus.....	5	201	.....	43	41	12	.....	.....	.....	.....	.....	.....	.....
	1	181	.....	32	43	24	7	3	.....	.....	.....	2	.....
	2	204	.....	38	19	10	.....	.....	.....	.....	.....	2	.....
Chemung.....	3	133	38	51	10	1
	4	134	49	9	12
	5	125	36	13	8
Chemung.....	6	134	51	3
	1	154	51	34
	2	126	47	99	35

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TABLE 7 (continued)
Miscellaneous and compulsory attendance

COUNTIES	Super- visory districts	MISCELLANEOUS					COMPULSORY ATTENDANCE LAW				
		No. of inspec- tions by district superin- tendent	Districts building new school- houses during year	Districts observ- ing Arbor day	No. of trees planted on school grounds	No. of school recor- d cer- tifi- cates granted	NO. OF PERSONS IN PARENTAL RELATION TO CHILDREN			No. of truant s by at- tendance officer	No. com- mitted to truant schools
							Arrested	Fined	Im- prisoned		
Jefferson.....	1	348	.....	48	23	17	.....	.....	.....	.....	.....
	2	253	.....	39	539	23	1	1	.....	.....	.....
	3	375	.....	59	132	10	.....	.....	.....	.....	.....
	4	278	.....	54	23	.....	.....	.....	.....	.....	.....
	5	415	.....	49	75	6	.....	.....	.....	.....	.....
	6	170	.....	41	48	9	2	.....	.....	.....	.....
Lewis.....	1	115	.....	49	79	34	1	1	.....	.....	.....
	2	111	1	44	27	10	1	1	.....	.....	.....
	3	157	.....	35	69	18	2	.....	.....	7	.....
	4	96	.....	43	84	18	2	1	.....	.....	.....
Livingston.....	1	109	.....	47	34	2	1	.....	.....	.....	.....
	2	167	.....	44	38	17	.....	.....	.....	.....	.....
	3	117	.....	40	51	20	1	1	.....	10	.....
Madison.....	1	133	.....	37	5	8	.....	.....	.....	.....	.....
	2	176	.....	49	33	15	.....	.....	.....	.....	.....
	3	147	.....	31	19	6	.....	.....	.....	.....	.....
	4	145	.....	36	43	47	32	10	.....	.....	.....
Monroe.....	1	241	2	42	825	57	5	1	.....	.....	.....
	2	199	.....	21	21	29	.....	.....	.....	.....	.....
	3	170	.....	52	39	34	2	.....	.....	.....	.....
	4	157	.....	47	11	29	.....	.....	.....	.....	.....
Montgomery.....	1	256	1	52	65	48	3	1	.....	.....	.....
	2	113	.....	51	84	25	.....	.....	.....	.....	.....
Nassau.....	1	77	.....	28	22	133	67	12	.....	.....	.....
	2	76	2	21	13	122	16	4	.....	.....	.....
Niagara.....	1	123	.....	51	23	42	3	1	.....	.....	.....
	2	292	.....	38	9	68	.....	.....	.....	.....	.....
	3	319	.....	51	14	37	11	10	.....	.....	.....
Oneida.....	1	98	1	35	39	143	11	3	.....	.....	.....
	2	127	.....	32	18	24	.....	.....	.....	27	.....
					030					1	.....

[illegible]

TABLE 7 (continued)
Miscellaneous and compulsory attendance

COUNTIES	Super- visory districts	MISCELLANEOUS				COMPULSORY ATTENDANCE LAW			
		No. of inspec- tions by district superin- tendent	Districts building new school- houses during year	Districts observ- ing Arbor day	No. of trees planted on school grounds	No. of school record certifi- cates granted	NO. OF PERSONS IN PARENTAL RELATION TO CHILDREN		
							Arrested	Fined	Im- prisoned
Schoharie.....	1	138	.....	46	42	23	.....	.....	.....
.....	2	104	1	47	54	17	7	4	.....
.....	3	96	.....	48	60	23	2	1	.....
Schuyler.....	1	149	.....	48	33	8	.....	.....	.....
.....	2	144	.....	33	37	24	4	1	.....
Seneca.....	1	157	.....	36	11	11	.....	.....	.....
.....	2	191	.....	42	3	33	1	1	.....
.....	1	167	.....	44	39	3	1	.....	.....
Steuben.....	2	147	.....	42	31	19	.....	.....	.....
.....	3	160	.....	48	70	9	6	1	.....
.....	4	157	.....	49	39	11	1	1	.....
.....	5	158	.....	48	51	11	.....	.....	.....
.....	6	117	.....	47	17	17	1	1	.....
.....	7	118	.....	47	7	3	1	16	.....
Sulfolk.....	1	109	.....	5	74	95	25	.....	.....
.....	2	106	.....	29	24	80	17	.....	.....
.....	3	105	1	22	30	39	21	4	.....
Sullivan.....	1	84	.....	44	52	35	.....	.....	.....
.....	2	132	.....	40	41	21	.....	.....	.....
.....	3	180	2	57	31	17	3	3	.....
Tioga.....	1	184	.....	57	14	14	1	1	.....
.....	2	164	.....	37	49	10	1	.....	.....
.....	3	162	.....	33	53	17	3	1	.....
Tompkins.....	1	18	.....	31	8	7	.....	.....	.....
.....	2	218	8	39	16	6	.....	.....	.....
.....	3	165	.....	47	65	48	2	.....	.....
Ulster.....	1	200	.....	41	173	60	.....	.....	.....
.....	2	211	.....	52	7	56	2	1	.....
.....	3	105	.....	59	78	22	.....	.....	.....
Warren.....	4	150	.....	35	26	24	.....	.....	.....
.....	1	.....	.....	31	.....	.....	3	1	.....

	128	79	8 625	600 144	5 361	632	258	17	6	440	81
Washington.....	3	3	35	100	6	.....	.....	.....	.....	.....	.....
	1	1	28	61	11	.....	.....	.....	.....	.....	.....
	2	2	42	24	17	.....	.....	.....	.....	.....	.....
	3	3	51	6	39	8	.....	.....	.....	.....	.....
	4	4	53	36	26	7	.....	.....	.....	.....	.....
Wayne	1	1	30	17	71	.....	.....	.....	.....	.....	.....
	2	2	38	13	39	2	.....	.....	.....	.....	.....
	3	3	58	39	17	1	.....	.....	.....	.....	.....
	4	4	42	16	28	.....	.....	.....	.....	.....	.....
	5	5	33	4	39	8	.....	.....	.....	.....	.....
	6	6	43	28	54	7	.....	.....	.....	.....	.....
Westchester	1	1	9	0	34	3	.....	.....	.....	.....	.....
	2	2	19	8	41	3	.....	.....	.....	.....	.....
	3	3	26	30	18	.....	.....	.....	.....	.....	.....
	4	4	11	32	11	.....	.....	.....	.....	.....	.....
Wyoming.....	1	1	23	344	24	.....	.....	.....	.....	.....	.....
	2	2	52	20	53	4	.....	.....	.....	.....	.....
	3	3	57	152	21	.....	.....	.....	.....	.....	.....
	4	4	40	39	26	.....	.....	.....	.....	.....	.....
Yates.....	1	1	48	27	16	.....	.....	.....	.....	.....	.....
	2	2	49	.....	.....	.....	.....	.....	.....	.....	.....
Total.....	32 055	79	8 625	600 144	5 361	632	258	17	6	440	81

TABLE 7 (continued)
Miscellaneous and compulsory attendance

VILLAGES	MISCELLANEOUS					COMPULSORY ATTENDANCE LAW				
	Villages building new school-houses during year	Villages observing Arbor day	No. of trees planted on school grounds	No. of school record certificates granted	NO. OF PERSONS IN PARENTAL RELATION TO CHILDREN			No. of firms or corporations fined	No. of truants arrested by attendance officer	No. committed to transient schools
					Arrested	Fined	Imprisoned			
Albion.....	1	.....	67	.....	.....	.....	.....	1	1
Baldwin.....	1	1	1	24	4	.....	.....	.....	.....	.....
Bairston Spa.....	1	.....	22	2	.....	.....	.....	31	.....
Bath.....	2	.....	.....	.....	.....	.....	.....
Bay Shore.....	1	.....	23	2	1	.....	.....	10	.....
Cartlage.....	1	.....	1	3	2	.....	.....	4	.....
Catskill.....	1	.....	12	.....	.....	.....	.....	1	.....
Danville.....	1	.....	20	2	.....	.....	.....	4	.....
Depew.....	1	1	37	48	8	.....	.....	40	3
East Rochester.....	1	1	1	39	5	2	.....	.....	2	1
East Syracuse.....	1	.....	17	8	5	.....	.....	.....	.....
Endicott.....	1	.....	14	17	3	.....	.....	5	.....
Fairport.....	1	1	1	23	.....	.....	.....	.....	.....	.....
Frankfort.....	1	1	43	2	.....	.....	.....	2	.....
Fredonia.....	1	1	48	11	11	.....	.....	23	1
Freeport.....	1	.....	20	4	2	.....	.....	11	1
Gouverneur.....	3	.....	.....	.....	.....	1	1
Green Island.....	1	.....	25	3	.....	.....	.....	3	.....
Harrison.....	1	.....	9	.....	.....	.....	.....	.....	.....
Hastings-on-Hudson.....	1	2	13	1	.....	.....	.....	1	.....
Haverstraw.....	1	.....	18	3	.....	.....	.....	.....	.....
Hempstead.....	1	20	29	.....	.....	1	3	.....	.....
Herkimer.....	1	1	.....	24	22	.....	.....	.....	.....	.....
Hoosick Falls.....	1	.....	31	2	.....	.....	.....	22	1
Hudson Falls.....	1	1	.....	16	.....	.....	.....	.....	39	1
Huntington.....	1	14	45	4	3	.....	.....	16	2
Lien.....	1	.....	44	.....	.....	.....	.....	.....	.....
Johnston City.....	1	.....	8	.....	.....	.....	.....	4	2
Kennore.....	1	.....	5	.....	.....	.....	.....	.....	.....
Lancaster.....	1	1	.....	30	16	7	.....	.....	4	.....

Lebanburg	1	1	151	4	1	21	21	7
Lawrence	1	1	50	2	2	60	60	2
Le Roy	1	1	5	5	2	4	4	1
Lynbrook	1	1	12	13	6	3	3	1
Malone	1	1	2	10	1	1	1	1
Manaroneck	1	1	18	10	5	4	4	1
Massena	1	1	28	3	3	2	2	1
Medina	1	1	45	3	3	1	1	1
Newark	2	1	18	10	2	2	2	2
North Tarrytown	1	1	31	1	1	1	1	1
Nyack	1	1	30	4	1	0	0	1
Osining	1	1	40	1	1	0	0	1
Owego	1	1	57	5	1	18	18	2
Parchogue	1	1	22	2	2	0	0	1
Peekskill district 7	1	1	29	13	2	1	1	1
Peekskill district 8	1	1	31	1	1	1	1	1
Pelham Manor	1	1	1	1	1	1	1	1
Poughkeepsie	1	1	18	1	1	1	1	1
Poughkeepsie	1	1	50	1	1	1	1	1
Poughkeepsie	1	1	70	38	5	70	70	7
Poughkeepsie	1	1	47	1	1	1	1	1
Port Washington	1	1	8	13	5	13	13	1
Rockville Center	1	1	10	1	3	35	35	1
Roseton	1	1	20	2	2	5	5	1
Saratoga Lake	1	1	5	2	2	8	8	1
Saugerties	1	1	20	1	1	10	10	1
Scottdale	1	1	27	8	3	10	10	1
Sinclair Falls	1	1	70	13	3	10	10	1
Solvay	1	1	30	5	3	10	10	1
Spring Valley	1	1	40	5	3	10	10	1
Tarrytown	1	1	12	18	17	3	3	2
Teonideroga	1	1	15	2	2	6	6	1
Jupiter Lake	1	1	21	0	1	3	3	1
Walden	1	1	23	1	1	1	1	1
Waterford	1	1	70	1	1	1	1	1
Waverly	1	1	48	1	1	1	1	1
Wellsville	1	1	1	1	1	1	1	1
Whitehall	1	1	1	1	1	1	1	1
Total	15	91	1 819	376	112	2	4	30

TABLE 7 (continued)
Miscellaneous and compulsory attendance

CITIES	Cities building new school-houses during year	Cities observing Arbor day	No. of trees planted on school grounds	No. of school records certifies granted	No. of persons in parental relation to children			No. of firms or corporations lined	No. of truants arrested by attendance officer	No. committed to truant schools
					Arrested	Fined	Imprisoned			
Albany.....	1	1	2	268	5	.....	.....	.....	247	18
Amsterdam.....	1	1	.....	810	30	13	.....	.....	9	6
Auburn.....	.....	1	1	268	56	4	.....	.....	66	12
Batavia.....	1	1	.....	90	.....	.....	.....	.....	11	6
Beacon.....	.....	1	1	100	10	3	.....	.....	15	3
Binghamton.....	.....	1	.....	240	.....	.....	.....	.....	10	.....
Buffalo.....	5	1	59	2 246	86	32	.....	.....	411	61
Canandaigua.....	1	1	.....	74	5	5	.....	.....	.....	.....
Cohoes.....	1	1	15	267	37	.....	.....	.....	3	.....
Corning.....	1	1	.....	28	.....	.....	.....	.....	.....	.....
Corning, district 9	.....	1	.....	25	.....	.....	.....	.....	.....	.....
Corning, district 13	.....	1	11	25	2	.....	.....	.....	3	.....
Cortland.....	.....	1	.....	262	27	6	.....	.....	71	5
Dunkirk.....	.....	1	.....	273	.....	.....	.....	.....	28	1
Elmira.....	4	1	.....	273	1	.....	.....	.....	6	.....
Elmira.....	1	1	.....	89	7	6	.....	.....	.....	.....
Pulten.....	.....	1	.....	62	75	20	.....	.....	.....	.....
Geneva.....	.....	1	.....	66	10	6	.....	.....	7	3
Glenn Cove.....	.....	1	.....	18	12	.....	.....	.....	.....	.....
Glens Falls.....	.....	1	3	.....	6	1	.....	.....	.....	.....
Gloversville.....	.....	1	.....	170	.....	.....	.....	.....	.....	.....
Hornell.....	1	1	3	93	22	4	.....	.....	7	.....
Hudson.....	.....	1	12	72	8	.....	.....	.....	6	.....
Ithaca.....	.....	1	.....	32	32	.....	.....	.....	13	.....
Jamestown.....	2	1	41	286	15	6	.....	.....	35	3
Johnstown.....	.....	1	6	98	1	2	.....	.....	72	21
Kingston.....	.....	1	1	150	18	.....	.....	.....	.....	.....
Lackawanna.....	.....	1	.....	92	331	59	.....	.....	218	11
Little Falls.....	.....	1	.....	80	5	.....	.....	.....	5	4
Lockport.....	.....	1	.....	130	20	.....	.....	.....	.....	.....
Long Beach.....	.....	1	18	.....	10	10	.....	.....	.....	.....
Mechanicville.....	.....	1	.....	29	.....	.....	.....	.....	14	5

TABLE 8
Indian school statistics

RESERVATIONS	NUMBER OF DISTRICTS	NUMBER OF TEACHERS	NUMBER OF CHILDREN BETWEEN 5 AND 18 YEARS OF AGE ON THE RESERVATION AUGUST 1, 1922	NUMBER OF PUPILS REGISTERED IN RESERVATION SCHOOLS	NUMBER OF PUPILS REGISTERED IN OTHER SCHOOLS	NUMBER OF DAYS OF SCHOOL	AGGREGATE DAYS' ATTENDANCE	AVERAGE NUMBER OF DAYS' ATTENDANCE	VALUE OF SCHOOL PROPERTY
Albany.....	7	7	278	113	49	183	12 766	69	\$9 000
Cattaraugus.....	10	8	327	182	51	185	14 855	80	19 000
Chondalaga.....	5	5	201	85	37	101	8 774	46	17 000
Poospatuck.....	1	1	13	0	.....	183	1 134	6	800
St Regis.....	9	9	497	205	52	192	16 401	86	12 000
Shinnecock.....	1	1	65	31	5	102	3 886	20	1 000
Tonawanda.....	4	4	167	78	19	180	2 598	14	6 000
Tuscarora.....	2	2	131	56	33	188	5 386	29	7 000
Total.....	39	39	1 679	759	246	.....	95 800	350	\$62 800

TABLE 9
Evening schools — elementary and academic
(Not including evening vocational or Americanization classes)

VILLAGES	NUMBER OF EVENING SESSIONS	NUMBER OF HOURS IN EACH SESSION	NUMBER OF TEACHERS		PUPILS		PAYMENTS		
			MEN	WOMEN	NUMBER OF PERSONS OF ALL AGES REGISTERED DURING YEAR	AVERAGE DAILY ATTENDANCE	FOR TEACHERS' SALARIES	FOR ALL OTHER EXPENSES	TOTAL
Carthage.....	36	2	.....	1	17	11	\$72 ..	.....	660 ..
Depew.....	60	2	.....	2	43	35	600 ..	.....	412 ..
Hastings-on-Hudson.....	68	2	1	1	19	6	412 ..	.....	295 04
Hudson Falls.....	52	2	.....	1	5	1	200 ..	\$5 04	27 ..
Irrington.....	0	2	.....	1	8	6	27 ..	.....	264 ..
Perry.....	33	2	1	.....	30	18	264 ..	.....	392 50
Solvay.....	60	2	2	.....	131	72	299 50	93 ..	.....
Total.....	.....	.....	6	8	253	149	\$1 034 50	\$98 04	\$2 032 54

TABLE 9 (concluded)
Evening schools — elementary and academic
 (Not including evening vocational or Americanization classes)

CITIES	NUMBER OF EVENING SESSIONS	NUMBER OF HOURS IN EACH SESSION	NUMBER OF TEACHERS		PUPILS		PAYMENTS		TOTAL
			MEN	WOMEN	NUMBER OF PERSONS OF ALL AGES REGISTERED DURING YEAR	AVERAGE DAILY ATTENDANCE	FOR TEACHERS' SALARIES	FOR ALL OTHER EXPENSES	
Albany.....	88	13	10	5	712	344	\$4,354	\$29.75	\$4,383.75
Amsterdam.....	41	2	.....	6	120	3	130	.....	117.75
Auburn.....	76	2	5	0	245	100	417.75	.....	1,417
Babylon.....	72	24	2	5	79	26	1,147	270	1,417
Binghamton.....	71	1	16	10	707	171	4,649	.....	4,649
Buffalo.....	72	2	182	375	18,955	8,318	113,106.25	11,202.68	127,308.33
Cortland.....	59	2	1	4	43	25	468	.....	127,308.33
Franklin.....	40	3	3	4	218	175	777	8.60	785.60
Florida.....	70	2	4	0	555	180	2,417.50	61.67	2,479.17
Geneva.....	44	2	.....	5	60	18	174	.....	174
Gloversville.....	86	2	2	5	205	52	925	.....	925
Hudson.....	45	2	11	11	288	107	2,253.60	100.32	2,353.92
Johnstown.....	86	4	4	2	297	115	1,283	77.50	1,360.50
Kingston.....	82	13	.....	2	58	16	325	.....	325
Lackawanna.....	64	2	3	.....	53	15	480	146.61	626.61
Lockport.....	63	2	3	5	109	50	1,009.50	.....	1,009.50
Mont Vernon.....	80	2	4	5	250	91	1,532.91	368.63	1,901.54
New Rochelle.....	81	2	5	.....	166	77	1,826.65	151.81	1,978.46
New York.....	101	2	705	317	260	67	2,320	192.83	2,512.83
Niagara Falls.....	48	2	.....	7	51,219	19,000	851,957.61	53,567.56	904,625.17
Olean.....	86	2	7	1	395	157	2,867.33	550.30	3,417.63
Oneonta.....	45	2	.....	2	143	52	847.50	246.33	1,093.83
Plattsburgh.....	32	2	1	2	62	17	315	.....	315
Port Jervis.....	86	13	1	4	86	40	260	.....	260
Poughkeepsie.....	76	6	5	4	79	25	1,186	.....	1,186
Rochester.....	111	2	44	57	285	97	2,191	501.22	2,692.22
Schenectady.....	95	2	21	11	941	411	31,901.25	3,275.21	35,176.46
Troy.....	56	2	4	6	1,024	517	4,904.50	790.53	5,695.03
Utica.....	60	2	30	20	500	225	2,970	.....	2,970
.....	.....	.....	.....	.....	682	129	11,078.50	.....	11,078.50

Waketown.....	80	2	.....	.....	61	29	756	272 40	1 028 40
White Plains.....	80	2	.....	.....	241	75	2 047 50	475 23	2 522 73
Workers.....	81	2	15	.....	603	172	5 494 ..	68 18	5 472 18
Total, cities.....	.....	.....	1 063	920	80 803	31 604	\$1 050 810 38	\$75 350 70	\$1 135 170 11
Total, villages.....	.....	.....	0	8	253	146	1 934 50	98 04	2 632 54
Total, evening schools.....	.....	.....	1 069	928	81 056	31 753	\$1 061 753 85	\$75 454 80	\$1 137 208 65

^a Expenses are for calendar year ending 1922.

^b Excluding evening vocational schools and Americanization classes.

TABLE 10
Classes in immigrant education

SCHOOLS	NUMBER OF CLASSES	NUMBER OF TEACHERS		NUMBER REGISTERED			AVERAGE ATTENDANCE		SOLARIES	Other expenses of the Supton.	TOTAL
		Men	Women	Men	Women	Total	Men	Women				Total
Baldwinsville.....	1	27	1	8	1	12	4	2	887	..	887
Brockport.....	1	36	1	7	..	7	5	..	144	..	144
Camillus.....	1	12	1	11	1	12	8	3	12	..	12
Dobbs Ferry.....	1	69	1	19	8	27	7	2	375	..	375
Ellenville.....	3	37	2	26	28	54	15	17	388	50	438
Euclid Heights.....	3	75	3	26	10	36	4	6	321	..	321
Falconer.....	2	149	3	26	9	35	22	27	350	..	350
Fort Edward.....	2	75	3	17	1	21	5	3	408	33	441
Great Neck.....	1	39	2	10	4	19	8	7	15	..	15
Greenport.....	2	59	2	10	9	19	4	6	10	..	10
Jamesville.....	3	38	2	20	..	20	13	..	190	..	190
Liberty.....	3	87	1	29	30	59	10	14	525	..	525
Lindenhurst.....	1	59	1	24	12	36	8	6	196	..	196
Liverpool.....	48	339	6	..	..	..	..	..	1,500	..	1,500
Manlius.....	2	21	1	9	..	9	5	..	63	..	63
Onondaga Valley.....	1	82	1	15	2	17	11	12	240	..	240
Oyster Bay.....	3	76	1	51	5	56	19	2	722	..	722
Southampton.....	2	74	1	6	6	12	3	3	495	..	495
Warwick.....	1	10	1	18	..	18	5	5	33	25	58
Watkins.....	1	100	1	11	..	11	5	5	600	..	600
Westboro.....	1	51	3	18	..	18	9	9	300	..	300
Westbury.....	2	42	..	35	1	36	20	1	384	..	384
Westhampton Beach.....	1	38	1	17	5	22	11	3	152	..	152
22 Colgate-Albany Co.....	2	66	..	29	..	29	8	8	252	..	252
4 Goldens-Orangetown Co.....	1	30	1	9	6	15	5	3	69	..	69
18 Queensbury-Warner Co.....	11	246	1	41	13	54	11	18	600	..	600
2 Eastchester-Westfield Co.....	3	53	8	65	7	72	42	5	386	..	386
Total.....	103	1,093	54	587	172	759	277	93	50,537	90	50,627
											99

a No data given

TABLE 10 (continued)
Classes in immigrant education

VILLAGES UNDER SUPERINTENDENT	NUMBER OF CLASSES	TOTAL NUMBER OF SES- SIONS	NUMBER OF TEACHERS		REGISTRATION AND ATTENDANCE OF PUPILS				EXPENDITURES		
			Men	Women	NUMBER REGISTERED		AVERAGE ATTENDANCE		Salaries	Other expenses of in- struction	TOTAL.
					Men	Women	Total	Men			
Bay Shore.....	1	75	1	..	12	8	20	4	\$300 ..	..	\$300 ..
Carthage.....	1	44	..	..	9	1	10	5	88 ..	\$8 20	96 20
Depew.....	2	120	2	3	79	8	87	28	2 530 ..	..	2 530 ..
East Syracuse.....	3	75	..	2	42	4	46	15	204 ..	..	204 ..
Endicott.....	10	138	5	8	180	39	219	65	2 212 50	..	2 212 50
Frankfort.....	3	44	2	2	48	..	48	29	396 ..	43 ..	439 ..
Hastings-on-Hudson.....	1	67	..	1	31	9	40	9	490 ..	..	490 ..
Herkimer.....	3	21	1	4	71	12	83	48	200 ..	..	200 ..
Hoosick Falls.....	2	36	..	..	12	43	55	7	256 ..	..	256 ..
Huntington.....	2	35	..	2	30	10	40	14	245 ..	..	245 ..
Lawrence.....	2	82	2	..	79	1	80	26	390 ..	..	390 ..
Massena.....	3	240	..	3	122	12	134	51	680 ..	61 24	741 24
Newark.....	2	18	2	..	32	..	32	14	99 ..	..	99 ..
Ossining.....	2	60	..	2	43	..	43	14	180 ..	..	180 ..
Packogue.....	3	179	1	..	52	22	74	13	900 ..	..	900 ..
Peekskill, district 7.....	2	41	1	1	41	6	47	10	256 ..	4 74	260 74
Penn Yan.....	1	57	..	1	22	11	33	6	297 ..	5 70	302 70
Perry.....	2	65	1	1	25	4	29	15	105 ..	..	105 ..
Port Chester.....	5	69	..	9	131	39	161	79	958 50	..	958 50
Port Washington.....	3	55	1	2	40	5	45	31	870 ..	..	870 ..
Rockville Center.....	3	48	1	2	64	30	95	45	432 ..	..	432 ..
Roslyn.....	3	287	..	1	64	19	84	32	1 500 ..	11 18	1 511 18
Solvay.....	18	566	2	6	151	40	191	59	1 732 25	44 48	1 776 73
Total.....	82	2 113	20	55	1 404	275	1 679	590	\$15 381 25	\$178 60	\$15 559 85

Niagara Falls.....	28	1 546	3	26	656	107	846	349	78	417	0 855 25	918 28	7 773 53
North Tonawanda.....	3	102	3	1	65	4	99	38	2	10	720	.....	7 740
Norwich.....	2	86	1	.....	35	.....	35	12	.....	12	1 200	.....	1 200
Oran.....	3	80	2	.....	37	.....	40	12	.....	18	467 50	.....	467 50
Owida.....	3	108	.....	3	34	4	35	13	1	1	768	87 40	885 40
Cheonta.....	2	86	1	1	30	52	31	13	1	14	172	.....	172
Oswego.....	21	532	.....	6	124	.....	176	63	43	106	2 670	.....	2 670
Plattsburg.....	1	32	.....	1	9	.....	10	5	.....	6	88	.....	88
Port Jervis.....	3	160	.....	3	32	9	41	14	5	19	720	.....	720
Pondikeeple.....	8	71	2	10	217	51	268	83	19	102	1 680	356 88	2 036 88
Rensselaer.....	1	47	.....	.....	15	.....	15	12	.....	12	446 74	.....	446 74
Rochester.....	141	8 622	52	68	2 518	1 065	3 583	913	551	1 461	48 099 23	1 115 80	49 215 12
Rome.....	48	249	1	15	104	29	223	87	18	105	.....	.....	310
Salamance.....	3	88	.....	2	21	7	28	11	4	15	390	.....	390
Saratoga Springs.....	25	545	.....	3	22	27	49	13	22	35	517 50	.....	517 50
Schenectady.....	117	3 828	3	59	681	628	1 399	225	416	541	11 353 99	439 74	11 784 73
Syracuse.....	131	8 180	8	37	657	267	924	298	132	449	19 550	331 33	19 881 33
Tonawanda.....	2	75	1	1	14	5	19	5	.....	6	225	300	325
Troy.....	27	1 118	1	10	142	138	280	72	91	103	4 832 26	.....	4 832 26
Utica.....	77	5 466	10	63	1 202	498	1 616	449	149	598	4 443 30	.....	4 443 30
Watervliet.....	7	281	.....	2	35	49	84	15	10	25	300	.....	300
White Plains.....	7	240	1	8	201	59	251	43	21	94	2 226	.....	2 226
Yonkers.....	8	100	.....	9	361	126	481	125	59	184	3 218	282 28	3 500 28
Total cities.....	2 330	59 443	734	1 935	49 508	32 806	82 404	21 168	15 768	36 030	866 988 62	\$6 054 56	\$672 043 18
Total villages.....	82	2 113	20	55	1 494	275	1 679	590	166	759	15 381 25	178 60	15 559 85
Total towns.....	163	1 963	9	54	587	172	759	277	93	370	9 537 00	687	10 224 90
Total, State.....	2 515	63 500	763	2 044	51 490	33 343	84 842	22 035	16 027	38 062	\$660 067 77	\$6 930 16	\$667 827 93

TABLE 11
Villages and cities maintaining kindergartens 1922-23

	NUMBER OF CHILDREN UNDER 5 YEARS OF AGE REGISTERED DURING THE YEAR			AVERAGE DAILY ATTENDANCE OF CHILDREN UNDER 5 YEARS OF AGE			NUMBER OF CHILDREN OVER 5 YEARS OF AGE REGISTERED DURING THE YEAR			AVERAGE DAILY ATTENDANCE OF CHILDREN OVER 5 YEARS OF AGE		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Akron.....	.....	.....	.....	.....	.....	.....	37	27	64	19	12	31
Amityville.....	7	6	13	5	3	8	7	11	17	4	11	15
Ardsley.....	3	7	10	1	5	6	14	9	23	10	6	16
Attleey.....	8	7	15	5	3	8	9	11	20	6	7	13
Attica.....	3	4	7	3	3	6	4	13	17	2	2	4
Avon.....	18	13	31	7	6	13	39	29	68	11	4	15
Baldwin.....	5	8	13	7	5	12	13	18	31	7	10	17
Brewster.....	2	1	3	2	.....	2	5	5	10	3	3	6
Briarcliff U. S., Briarcliff Manor.....	2	5	7	2	.....	2	6	7	13	3	4	7
Bridgeton.....	5	10	15	3	.....	3	6	7	21	9	5	14
Brooklyn.....	17	17	34	11	8	19	14	10	24	5	4	9
Bronxville.....	1	21	22	.....	.....	.....	.....	.....	.....	.....	.....	.....
Canastota.....	.....	.....	.....	.....	.....	.....	19	10	29	18	8	26
Canton.....	12	14	26	8	.....	8	16	17	34	9	10	19
Catskill.....	15	14	29	9	6	15	.....	.....	.....	.....	.....	.....
Cattaraugus.....	.....	.....	.....	.....	.....	.....	7	5	12	3	2	5
Central Valley.....	.....	.....	.....	.....	.....	.....	27	16	42	15	11	26
Clark Mills.....	2	2	4	1	1	2	7	7	14	4	5	9
Danville.....	22	13	35	13	7	20	47	47	94	23	23	46
Depew.....	5	2	7	2	2	4	18	20	38	11	9	20
Doyleville.....	15	17	32	8	9	17	28	21	49	20	15	35
Draper Sch., Schenectady.....	.....	.....	.....	.....	.....	.....	24	12	36	14	3	17
East Aurora.....	7	8	15	4	4	8	8	6	14	5	5	10
East Hampton.....	13	10	23	5	4	9	.....	.....	.....	.....	.....	.....
East Randolph.....	1	1	2	1	1	2	.....	.....	.....	.....	.....	.....
East Syracuse.....	26	29	55	10	13	23	31	49	71	18	20	38
Eastwood.....	7	13	20	5	7	12	15	9	24	8	7	15
Ellicottville.....	3	7	10	2	3	5	2	5	7	1	2	3
Elmira Heights.....	3	3	6	1	1	2	18	13	31	8	6	14
Excelsior H. S., Schenectady.....	.....	.....	.....	.....	.....	.....	24	23	47	10	12	22
Fayetteville.....	5	2	7	3	2	5	17	21	38	8	15	23
Fredonia.....	13	15	28	6	8	14	20	27	47	13	17	30
Freeport.....	.....	.....	.....	.....	.....	.....	130	135	261	85	78	163

Gowanda.....	8	11	19	6	12	20	18	38	19	10	39
Great Neck.....	19	15	34	13	10	30	34	70	24	25	49
Greenport.....	12	9	21	8	5	25	26	51	17	10	43
Hamburg.....	11	5	10	5	3	17	11	28	10	4	14
Hammontsport.....	8	3	11	2	2	4	14	10	1	0	19
Hastings-on-Hudson.....	8	9	17	4	5	29	26	55	18	14	32
Hempstead.....	33	35	68	15	10	31	57	100	22	22	48
Herkimer.....	6	3	9	2	1	3	25	40	11	0	26
Hicksville.....	11	9	20	6	5	11	13	25	6	4	10
Hilton Memorial H. S., Andes.....	.....	1	1	.....	1	.....	.....	.....	.....	.....	.....
Huntington.....	4	6	10	.....	.....	53	65	118	16	26	42
Iliou.....	33	30	63	17	13	30	19	36	10	9	19
Ivington.....	3	2	3	2	2	2	29	53	17	16	33
Islip.....	1	1	2	1	.....	1	16	27	6	0	15
Johnson City.....	.....	.....	.....	.....	.....	110	99	218	88	88	176
Kennmare.....	45	49	85	29	24	24	26	50	18	17	35
Lake Placid.....	11	7	18	2	2	4	15	35	4	4	8
Lakewood.....	.....	0	18	.....	.....	6	11	19	5	4	9
Lancaster.....	22	25	47	13	18	31	62	114	47	38	85
Lansingburg.....	27	32	59	10	18	34	73	126	46	34	80
Lawrence.....	.....	.....	.....	.....	.....	42	39	81	24	23	47
Le Roy.....	.....	.....	.....	.....	.....	28	21	49	19	15	34
Lindenhurst.....	.....	.....	.....	.....	.....	30	27	57	20	19	39
Liverpool.....	48	38	86	14	7	21	18	30	9	.....	18
Lynbrook.....	9	9	18	4	5	9	25	50	12	11	23
Lyons.....	11	12	23	4	7	11	25	50	11	11	23
Malverne U. S., Lynbrook.....	11	8	19	6	4	10	73	138	42	41	83
Manaroneck.....	16	8	24	9	4	13	27	58	22	18	40
Manhasset.....	3	8	11	2	5	37	36	75	22	21	43
Massena.....	11	11	22	7	7	14	12	20	8	7	15
Medina.....	14	10	24	8	4	4	3	7	1	1	2
Milton Sch., Rye.....	2	11	13	1	8	9	3	10	6	.....	7
Minoa.....	.....	.....	.....	.....	.....	12	19	31	10	15	31
Montgomery.....	.....	.....	.....	.....	.....	27	19	46	10	15	31
Mount Kisco.....	.....	.....	.....	.....	.....	31	21	52	23	17	49
Mount Morris.....	.....	.....	.....	.....	.....	31	27	58	15	37	51
Mynderse Acad., Seneca Falls.....	11	12	23	7	8	15	5	6	1	3	4
New Hartford.....	5	3	8	2	2	14	13	30	12	11	23
New York Mills.....	11	11	22	7	7	14	30	62	21	19	40
Newark.....	11	11	22	7	7	14	39	66	31	12	43
North Tarrytown.....	.....	.....	.....	.....	.....	15	21	38	11	13	24
Nyack.....	11	14	25	7	8	15	21	47	8	12	37
Oceanside.....	10	14	24	6	7	13	23	14	20	37	20
Ossining.....	.....	.....	.....	.....	.....	15	29	44	10	23	33
Owego.....	10	10	20	8	6	14	8	13	4	6	10
Oyster Bay.....	.....	.....	.....	.....	.....	.....	51	42	38	30	68
Palmyra.....	8	3	11	3	3	6	15	20	10	13	23

a No data given.

TABLE 11 (continued)
Villages and cities maintaining kindergartens 1922-23

VILLAGES	NUMBER OF CHILDREN UNDER 5 YEARS OF AGE REGISTERED DURING THE YEAR			AVERAGE DAILY ATTENDANCE OF CHILDREN UNDER 5 YEARS OF AGE			NUMBER OF CHILDREN OVER 5 YEARS OF AGE REGISTERED DURING THE YEAR			AVERAGE DAILY ATTENDANCE OF CHILDREN OVER 5 YEARS OF AGE		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Patchogue.....	5	7	12	1	2	3	17	22	39	6	12	18
Peekskill.....	12	16	28	4	4	11	52	53	85	26	16	42
Pelham H. S., Pelham Manor.....	7	2	9	3	2	5	27	38	65	24	28	52
Perry.....	.....	.....	.....	.....	.....	.....	32	24	56	21	12	33
Pittsford.....	14	2	16	6	1	7	11	8	19	7	4	11
Pleasantville.....	6	3	9	4	1	5	14	12	26	6	6	12
Port Chester.....	.....	2	2	.....	.....	1	109	212	411	161	167	328
Port Washington.....	6	8	14	3	5	8	87	57	144	61	46	107
Poslyn.....	26	37	63	19	22	41	41	38	82	25	24	49
Rush.....	.....	.....	.....	.....	.....	.....	16	20	36	12	14	26
Rye.....	6	8	14	3	5	8	11	18	29	7	13	20
Rye Neck H. S., Mamaroneck.....	6	6	12	4	3	7	19	13	32	11	8	19
Scarsdale.....	16	7	23	8	7	15	21	19	40	9	7	16
Scotia.....	.....	.....	.....	.....	.....	.....	43	38	81	25	26	51
Sea Cliff.....	.....	.....	.....	.....	.....	.....	30	24	54	21	12	33
Sherman.....	3	8	11	1	4	5	6	10	16	3	5	8
Sherrill.....	12	10	22	6	5	11	39	22	52	11	8	19
Shortsville.....	3	4	7	2	2	4	12	15	27	7	8	15
Silver Creek.....	6	3	9	4	2	6	12	13	25	8	13	21
Sloan.....	8	6	14	3	1	4	27	24	51	17	12	29
Solvay.....	27	22	49	18	8	26	53	44	97	39	35	74
South Dayton.....	.....	5	5	.....	3	3	7	6	13	3	5	8
South Side H. S., Rockville Center.....	38	40	78	21	22	43	39	38	77	23	22	45
Southampton.....	15	3	18	6	2	8	20	18	38	15	9	24
Spring Valley.....	.....	2	2	.....	.....	1	21	14	35	10	10	20
Suffern.....	.....	2	2	.....	2	2	15	13	28	8	5	13
Tappan Zee H. S., Piermont.....	6	6	12	4	4	8	15	17	32	12	14	26
Ticonderoga.....	.....	1	1	.....	.....	.....	19	37	56	15	31	46
Tuxedo.....	.....	.....	.....	.....	.....	.....	23	16	39	14	9	23
Union-Budcott H. S., Endicott.....	.....	.....	.....	.....	.....	.....	141	127	268	91	93	194
Warsaw.....	5	9	14	.....	6	6	24	26	43	12	21	33
Washington Irving H. S., Tarrytown.....	16	11	27	7	8	15	27	14	41	18	9	27

Waterford.....	6	6	12	5	5	10	29	24	50	18	18	36
Watkins.....	9	19	28	6	10	16	12	8	20	7	5	12
Waters.....	2	3	5	1	2	3	15	14	20	11	3	14
Waverly H. S., Tuckahoe.....	5	10	15	3	3	6	16	18	34	9	9	18
Webster.....	2	4	6	.....	2	2	9	10	19	4	5	6
West Carthage.....	.....	.....	.....	.....	.....	.....	14	15	29	10	13	25
Westbury.....	8	12	20	3	6	9	17	25	42	10	11	21
Westfield.....	.....	.....	.....	.....	.....	.....	20	30	50	16	17	33
Westhampton Beach.....	11	5	16	5	3	8	5	4	9	1	2	3
Williamsville.....	11	4	15	5	2	7	15	10	45	3	7	19
Woestina H. S., Rotterdam Junction.....	1	2	3	.....	2	2	15	6	21	9	5	14
Woodmere.....	.....	4	4	.....	2	2	21	21	42	11	16	21
Total	981	906	1 941	515	500	1 015	3 233	2 908	6 231	2 093	1 845	3 848

TABLE 11 (continued)

CITIES	NUMBER OF CHILDREN UNDER 5 YEARS OF AGE REGISTERED DURING THE YEAR			AVERAGE DAILY ATTENDANCE OF CHILDREN UNDER 5 YEARS OF AGE			NUMBER OF CHILDREN OVER 5 YEARS OF AGE REGISTERED DURING THE YEAR			AVERAGE DAILY ATTENDANCE OF CHILDREN OVER 5 YEARS OF AGE		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Albany.....	249	200	509	161	162	323	287	282	569	183	187	370
Amsterdam.....	12	0	21	8	8	16	181	174	355	121	116	237
Auburn.....	50	84	143	27	38	65	117	139	256	69	69	138
Beacon.....	36	32	68	17	17	34	55	60	115	33	34	67
Binghamton.....	1 098	1 121	2 219	550	563	1 113	514	530	1 044	1 320	1 411	2 731
Buffalo.....	14	15	29	5	10	15	16	15	31	13	13	26
Canandaigua.....	55	35	90	31	17	48	43	33	76	35	26	61
Cohoes.....	10	6	16	4	4	8	109	93	203	81	69	150
Cortland.....	85	78	163	52	46	98	74	63	137	49	38	87
Dunkirk.....	41	47	88	23	26	49	261	250	517	148	141	289
Elmira.....	15	51	66	27	35	62	99	114	213	39	51	90
Geneva.....	3	2	5	3	2	5	49	52	101	20	23	43
Glen Cove.....	26	14	40	17	7	24	48	47	95	34	60	94
Gloss Falls.....	32	46	78	16	20	36	138	123	261	67	60	127
Gloversville.....	10	18	28	7	10	17	38	56	94	53	53	106
Hornell.....	.....	.....	.....	.....	.....	.....	38	56	94	23	23	46
Hudson.....	.....	.....	.....	.....	.....	.....	100	110	210	68	81	149
Ilia a.....	91	63	154	60	47	107	261	266	521	188	209	397
Jimestown.....	.....	.....	.....	.....	.....	.....	106	92	198	85	70	154
Lackawanna.....	6	6	12	4	4	8	170	107	277	104	103	207
Little Falls.....	31	49	77	17	24	41	48	73	121	73	73	146
Lockport.....	61	52	113	45	30	84	116	138	254	78	83	161
Long Beach.....	1	2	3	.....	1	1	17	22	39	9	11	20
Meunerville.....	.....	.....	.....	.....	.....	.....	132	195	327	76	68	144
Mount Vernon.....	171	159	333	76	70	146	355	392	747	177	172	349
New Rochelle.....	88	85	173	72	64	136	307	323	630	148	160	308
New York.....	1 340	1 380	2 720	393	398	791	31 886	30 150	61 936	11 911	11 233	23 144
Niagara Falls.....	14	11	25	5	4	9	408	446	854	353	340	693
North Tonawanda.....	30	64	94	26	35	61	80	53	133	58	42	100
Olean.....	99	99	198	67	65	132	111	79	190	110	95	205
Oranida.....	.....	.....	.....	.....	.....	.....	17	16	33	15	14	27

Cheonta.....	4	3	7	3	3	6	10	13	23	7	9	16
Oswego.....	18	11	29	9	4	13	40	52	98	22	26	45
Plattsburg.....	22	34	56	12	14	26	34	33	66	20	20	40
Port Jervis.....	61	63	124	40	42	82	51	37	88	12	30	72
Poughkeepsie.....	.....	.....	.....	.....	.....	.....	212	230	451	135	159	294
Rensselaer.....	32	25	57	6	6	12	21	13	31	11	11	22
Rochester.....	1 338	1 293	2 631	970	664	1 334	2 234	2 234	4 468	1 221	1 212	2 433
Rome.....	28	28	56	12	11	23	109	216	454	149	135	284
Saratoga Springs.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Schenectady.....	223	230	459	100	118	227	517	471	988	293	266	539
Syracuse.....	179	297	386	93	197	200	553	889	1 812	575	533	1 168
Torawanda.....	6	14	20	3	6	9	138	100	238	84	55	139
Troy.....	134	133	267	85	86	171	136	144	294	195	161	206
Utica.....	219	230	440	103	100	229	779	798	1 568	415	419	834
Watertown.....	79	80	168	47	43	96	133	134	287	120	127	253
Watervliet.....	30	20	59	18	18	36	36	28	64	24	18	42
White Plains.....	70	92	112	20	41	70	155	93	218	52	40	92
Yonkers.....	165	198	393	120	130	250	585	527	1 112	400	349	755
Total, cities.....	6 330	6 495	12 795	3 093	3 131	6 224	44 618	42 632	87 250	22 932	22 973	45 005
Total, villages.....	681	960	1 941	515	500	1 015	3 233	2 098	6 231	2 003	1 845	3 848
Total, State.....	7 311	7 455	14 736	3 608	3 631	7 239	47 851	45 030	93 481	24 935	23 918	48 853

^a In addition to these there were 803 pupils registered in other kindergartens maintained in rural schools not included in this table.

EXHIBIT D

EXHIBIT D

SECONDARY SCHOOLS

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TABLE I
Number of secondary schools 1895-1923

YEAR	High schools	Increase or decrease	Academies	Increase or decrease	Total	Increase or decrease
1895.....	373	+59	131	+ 8	504	+67
1900.....	505	+24	140	+ 6	705	+30
1905.....	665	+10	141	— 3	806	+ 7
1910.....	700	+13	156	+ 3	856	+16
1915.....	740	+ 1	192	+ 5	932	+ 6
1916.....	746	+ 6	195	+ 3	941	+ 6
1917.....	754	+ 8	186	— 9	940	— 1
1918.....	759	+ 5	191	+ 5	950	+10
1919.....	763	+ 4	201	+10	964	+14
1920.....	759	— 4	195	— 6	954	—10
1921.....	801	+42	217	+22	1 018	+64
1922.....	a817	+16	220	+ 3	a1 037	+19
1923.....	a835	+18	228	+ 8	a1 063	+20

TABLE 2
Faculties of secondary schools 1895-1923

YEAR	HIGH SCHOOLS			ACADEMIES			TOTAL SECONDARY	INCREASE OR DECREASE
	Men	Women	Total	Men	Women	Total		
1895.....	517	920	1 437	444	661	1 105	2 542	+ 115
1900.....	939	1 844	2 783	430	675	1 105	3 888	+ 297
1905.....	1 201	2 018	3 279	268	446	714	3 993	—1 128
1910.....	1 672	2 030	4 602	414	466	910	5 512	a+ 395
1915.....	2 237	4 086	6 323	524	698	1 222	7 545	+ 458
1916.....	2 371	4 384	6 755	541	737	1 278	8 033	+ 488
1917.....	2 433	4 442	6 875	525	713	1 238	8 113	+ 80
1918.....	2 358	4 600	7 048	519	755	1 274	8 322	+ 200
1919.....	2 331	4 805	7 036	558	781	1 339	8 375	+ 53
1920.....	2 387	5 125	7 512	564	767	1 331	8 843	+ 468
1921.....	2 517	5 417	7 934	655	912	1 567	9 501	+ 658
1922.....	2 925	6 072	a8 997	710	917	1 627	a10 624	+1 123
1923.....	3 339	6 807	a10 146	727	970	1 697	a11 843	+1 210

a Excluding academic departments of normal schools and evening high schools in New York City which maintain full high school courses. Data for these schools included in table 5.

TABLE 3
 Secondary schools classified by grades 1897-1923

ACADEMIC DEPARTMENTS OF PUBLIC SCHOOLS

YEAR	High schools	Increase or decrease	Senior schools	Increase or decrease	Middle schools	Increase or decrease	Junior schools	Increase or decrease	Total	Increase or decrease
1900.....	341	+30	36	+6	61	.....	125	-12	563	+24
1905.....	417	+8	55	.....	57	-3	130	+9	665	+14
1910.....	485	+20	115	-7	32	-2	68	+2	700	+13
1915.....	540	+8	100	+3	30	-8	55	-2	740	+1
1916.....	543	+3	108	-1	43	+7	52	-3	746	+6
1917.....	549	+6	110	+2	38	-5	57	+5	754	+8
1918.....	553	+4	117	+7	34	-4	55	-2	759	+5
1919.....	555	+2	117	.....	35	+1	56	+1	763	+4
1920.....	562	+7	112	-5	34	-1	51	-5	759	-4
1921.....	570	+8	108	-4	42	+8	76	+25	796	+37
1922.....	580	+6	117	+8	38	-4	82	+6	817	+16
1923.....	587	+7	117	.....	44	+6	87	+5	865	+18

ACADEMIES

YEAR	Academies	Increase or decrease	Senior academic schools	Increase or decrease	Middle academic schools	Increase or decrease	Junior academic schools	Increase or decrease	Total	Increase or decrease
1900.....	164	+1	4	.....	11	+3	17	+1	136	+5
1905.....	164	+2	3	.....	10	-2	24	.....	141	.....
1910.....	123	+3	5	-1	10	+1	18	.....	150	+3
1915.....	159	+10	9	-2	8	-3	16	.....	192	+5
1916.....	156	-3	9	.....	11	+3	19	+3	195	+3
1917.....	146	-10	11	+2	9	-2	20	+1	186	-9
1918.....	148	+2	12	+1	10	+1	21	+1	191	+5
1919.....	157	+9	12	.....	9	-1	23	+2	201	+10
1920.....	152	-5	13	+1	7	-2	23	.....	195	-6
1921.....	173	+21	13	.....	7	.....	24	+1	217	+22
1922.....	173	.....	14	+1	7	.....	26	+2	220	+3
1923.....	178	+5	14	.....	10	+3	26	.....	228	+8

^a Excluding academic departments of normal schools and evening high schools in New York City which maintain full high school courses. Data for these schools included in table 5.

^b Not including one evening high school.

TABLE 4
Pupils in secondary schools 1895-1923

YEAR	HIGH SCHOOLS			ACADEMIES			TOTAL SECOND- ARY	INCREASE OR DECREASE
	Boys	Girls	Total	Boys	Girls	Total		
1895.....	17 207	21 450	38 717	5 658	5 562	11 220	49 937	+ 4 901
1900.....	28 515	38 414	66 929	5 721	7 001	12 722	479 365	+ 9 589
1905.....	35 987	50 749	86 736	3 211	4 469	7 680	94 410	- 7 477
1910.....	54 549	67 659	122 208	6 373	6 284	12 657	134 865	+13 265
1915.....	74 732	85 906	160 638	8 721	8 438	17 159	177 797	+10 404
1916.....	81 043	97 034	178 077	9 640	9 107	18 747	196 824	+19 027
1917.....	<i>b</i>	<i>b</i>	173 383	<i>b</i>	<i>b</i>	17 704	191 087	- 5 737
1918.....	<i>b</i>	<i>b</i>	175 232	<i>b</i>	<i>b</i>	19 472	194 704	+ 3 617
1919.....	<i>b</i>	<i>b</i>	176 100	<i>b</i>	<i>b</i>	21 019	197 119	+ 2 415
1920.....	89 624	98 833	188 457	11 523	11 096	22 619	211 076	+13 957
1921.....	97 424	106 749	204 173	13 380	12 612	25 992	230 089	+19 089
1922.....	119 983	126 086	246 069	14 173	12 792	26 965	273 034	+42 869
1923.....	135 154	139 909	275 063	15 468	14 434	29 902	304 965	+31 931

a Excluding duplicates.

b Not reported as boys and girls.

c Excluding evening high school pupils in evening schools; admitted to University and pupils in high school departments of normal schools. Including duplicates.

TABLE
Important statistics relating to

SCHOOL	a Grade of school	TEACHERS		REGISTRATION				
		Men	Women	First year	Second year	Third year	Fourth year	Special
Adams H. S.	H.	1 ³ ₄	5 ³ ₄	59	41	49	22	
Adams Center U. S.	S.	1	2	19	20	6	9	
Addison H. S.	H.	1 ³ ₄	5	40	40	30	26	
Afton H. S.	H.	1	4	28	42	22	10	12
Akron H. S.	H.	2	4 ³ ₄	76	34	14	19	
Albany H. S.	H.	23	61	766	603	300	200	28
Allbion H. S.	H.	5	10	173	128	57	47	
Alden H. S.	H.	1	4 ¹ ₂	49	28	18	10	
Alexander H. S.	H.	1	1 ¹ ₂	12	10	7	8	
Alexandria Bay H. S.	H.	1 ³ ₄	4 ¹ ₂	34	35	15	12	3
Alfred H. S.	H.	1	2 ³ ₄	30	17	15	21	2
Alleghany H. S.	H.	1	3 ¹ ₂	36	24	15	11	1
Allentown U. S.	S.	1	1 ¹ ₂	13	3	6	2	
Almond H. S.	H.	1 ¹ ₂	3	24	14	11	6	2
Altamont H. S.	H.	1 ³ ₄	3	32	18	14	1	
Altmar U. S.	M.	1		5	9			
Amenia H. S.	H.	1	3	40	18	14	7	1
Amityville H. S.	H.	1 ¹ ₂	5 ³ ₄	49	42	20	12	4
Amste dam H. S.	H.	4	22	258	181	100	62	2
Andover H. S.	H.	1	2 ¹ ₂	23	26	21	10	
Angola H. S.	H.	1 ¹ ₂	4 ¹ ₂	39	60	30	17	
Antwerp H. S.	F.	2	3	47	16	15	11	
Apalachin U. S.	M.	1		6	3			
Arcade H. S.	H.	1	5	54	28	12	9	5
Ardsley H. S.	H.	1 ³ ₄	3 ¹ ₂	17	17	6	7	
Argyle H. S.	H.	1	1	14	15	15	5	
Arkport U. S.	S.	1	1 ¹ ₂	18	9	8	4	
Ashville U. S.	J.	1 ³ ₄	1 ¹ ₂	8				
Athens H. S.	H.		2	23	11	7	2	2
Attica H. S.	H.	1 ³ ₄	4 ³ ₄	61	25	20	28	
Auburn H. S.	H.	10	25	196	334	222	157	45
Ausable Forks H. S.	H.	1 ¹ ₂	4 ¹ ₂	33	44	18	18	
Avoca H. S.	H.	1	2 ² ₂	22	17	5	7	
Avon H. S.	H.	3 ¹ ₄	4 ² ₂	39	32	21	21	
Babylon H. S.	H.	1 ¹ ₂	5 ¹ ₂	55	45	26	14	
Bainbridge H. S.	H.	1	4	13	23	15	13	1
Baldwin H. S.	H.		7	66	52	34	10	
Baldwinsville F. A.	H.		9 ¹ ₂	93	53	34	28	
Ballston Spa H. S.	H.	2	6	67	56	23	19	
Barker H. S.	H.		3 ¹ ₂	64	23	9	19	
Batavia H. S.	H.	4	19	150	180	126	92	9
Bay Ridge H. S. (Brooklyn)	H.	12	94 ¹ ₂	1 954	852	467	258	4
Bay Shore H. S.	H.	2	8	69	45	37	15	
Bayport U. S.	S.		1	14	5	5		
Beacon H. S.	H.	2	11	177	77	40	20	
Beaver Falls U. S.	J.	1 ³ ₄	1	12	7			
Belfast H. S.	H.	1 ¹ ₂	3 ¹ ₂	44	20	27	12	
Belleville H. S.	H.	2	4 ¹ ₂	31	27	26	12	
Bellport U. S.	S.	1	3	14	6	3	1	1
Belmont H. S.	H.	1 ¹ ₂	4	26	19	20	19	

a H.=high school; S.=senior; M.=middle; J.=junior

5
teachers and pupils of high schools

PUPILS

Other pupils seated in academic de- partment taking at least three-fourths academic work				AVERAGE DAILY ATTENDANCE			GRADUATES			ENTERING HIGHER INSTITUTIONS		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Colleges	Normal schools and normal colleges	Professional and technical schools
16	83	112	195	62	92	154	4	16	20	3	4	4
4	28	30	58	21	27	48	4	4	8	1		
	53	83	136	47	71	118	12	9	21	4	4	
	36	68	104	25	53	78	4	5	9			
	48	95	143	39	67	106	4	15	19	3	4	3
	755	1 142	1 897	726	870	1 596	84	107	191	32		35
	198	207	405	171	169	340	18	29	47	16	10	6
3	54	54	108	33	45	78	3	5	8		6	2
	16	21	37	12	15	27	1	3	4	1		1
24	57	66	123	50	54	104	9	5	14		1	1
	39	46	85	32	37	69	4	11	15	4		1
4	41	50	91	34	37	71	2	8	10	1		3
1	13	12	25	10	10	20	1	1	2			
	27	30	57	23	25	48				2		2
7	35	37	72	28	31	59				1		3
	8	11	19	5	6	11						
5	39	41	80	29	34	63	2	4	6	2	2	
10	56	81	137	46	68	114	3	7	10	2		6
	289	314	603	203	258	461	36	32	68	18	3	7
	17	63	80	14	53	67	2	8	10	3	1	1
	72	74	146	49	52	101	2	10	12	4	2	
	42	47	89	33	35	68	8	3	11	2		1
1	3	7	10	2	6	8						
	49	59	108	37	46	83	4	2	6	2	2	
2	24	25	49	20	20	40	5	2	7			2
	21	28	49	17	25	42	1	4	5	1		
	21	18	39	17	14	31	2	1	3			2
7	5	10	15	2	7	9						
	22	23	45	18	17	35	1	1	2			
7	52	89	141	40	79	119	7	22	29	2	13	4
	458	496	954	386	433	819	48	64	112	43		2
18	60	71	131	55	62	117	7	11	18	3	3	3
5	23	33	56	19	29	48	3	3	6			
	41	72	113	32	62	94	4	15	19	5	1	2
	66	74	140	48	58	106	2	7	9	5	6	1
	21	44	65	19	35	54	3	9	12	1	1	
8	72	98	170	57	74	131	3	7	10	5	1	2
	87	121	208	70	101	171	8	15	23	2	1	8
	64	101	165	50	73	123	7	12	19	1		6
	48	67	115	38	64	102	6	13	19			7
1	298	260	558	255	224	479	41	35	76	19	5	5
	3 535	3 555	7 090	2 551	2 551	5 102	243	243	486	48	1	56
	77	89	166	67	69	136	8	7	15		2	4
7	12	19	31	8	14	22						
	134	180	314	111	150	261	8	14	22	6	5	7
	7	14	21	5	11	16						
2	40	63	103	29	49	78	3	7	10	1		1
	48	48	96	33	39	72	5	2	7			5
	13	12	25	12	8	20	1		1			1
2	33	53	86	26	35	61	6	9	15	1		

TABLE 5
Important statistics relating to

SCHOOL	a Grade of school	TEACHERS		REGISTRATION				
		Men	Women	First year	Second year	Third year	Fourth year	Special
Benson Mines U. S. S.	J.			4				
Bergen H. S.	H.	1	4	48	25	27	15	
Berkshire U. S.	S.	1	13	30	14	9	1	
Berlin H. S.	H.	1	14	22	13	9	8	
Big Flats U. S.	M.	1	1	9	6	1		2
Binghamton H. S.	H.	19	64	838	465	291	124	34
Black River H. S.	H.	1	11	29	16	7	7	
Blasdell H. S.	H.		3	18	17	9	8	
Bliss H. S.	H.		1	12	13	4	8	
Blodgett Vocational H. S., Syracuse	H.	20	38	895	593	303	210	18
Bloomington U. S.	M.	1	1	7	11			
Bloomington U. S.	S.	1	12	9	10	3	5	
Bolivar H. S.	H.	2	51	55	31	29	12	
Bolton U. S., Bolton Landing	S.		2	8	5	4	2	1
Bombay U. S.	S.	1	1	9	7	13	6	
Boonville H. S.	H.		51	63	47	24	21	
Boys H. S., Brooklyn	H.	149	40	2 734	1 847	1 220	757	
Bradford U. S.	J.	1		2	5			
Brasher and Stockholm H. S.	H.	1	2	25	11	7	6	
Breesport U. S.	M.		4	8	6			
Brewster H. S.	H.		51	30	34	25	10	
Briarcliff U. S.	S.		3	18	9	10	5	
Bridgehampton H. S.	H.		21	14	6	12	6	
Bridgewater U. S.	S.		1	3	3	5		
Brier Hill U. S.	M.	1		6	5	2		
Broadalbin H. S.	H.		2	13	16	9	8	1
Brocton H. S.	H.		5	43	35	22	10	6
Bronxville U. S.	J.	3	4	52	42	17	5	
Brookfield H. S.	H.	1	14	23	11	2	7	
Brooklyn Technical H. S.	H.	84	62	1 615	550	356	174	
Brownville-Glen Park H. S.	H.		5	32	26	10	8	4
Brushton H. S.	H.	2	4	22	19	23	18	
Bryant H. S., Long Island City	H.	16	58	1 169	615	313	145	2
Buchanan U. S.	S.		31	21	17	6	7	1
Burdett U. S.	M.		1	16	8			
Burnt Hills-Ballston Lake, School of Agriculture and Homemaking	S.	3	2	30	27	11	5	
Bushwick H. S., Brooklyn	H.	66	93	2 654	1 654	761	395	
Cadyville U. S.	S.	1	1	6	22	8	7	
Cairo U. S.	S.	1	1	21	23	9	5	
Caledonia H. S.	H.		33	44	23	21	10	
Callicoon H. S.	H.		3	19	20	14	11	
Cambridge H. S.	H.	2	23	48	34	13	13	
Camden H. S.	H.	1	6	55	34	27	15	15
Camillus H. S.	H.		3	16	17	13	3	
Campbell U. S.	M.		1	9	7			
Canan-Joharie H. S.	H.		5	34	29	20	14	2
Canandaigua A.	H.	6	17	263	124	85	63	5
Canaseraga H. S.	H.		2	24	13	7	10	
Canastota H. S.	H.	2	9	96	54	36	24	4
Candor H. S.	H.		3	22	21	18	9	5

a H.=high school; S.=senior; M.=middle; J.=junior.

(continued)

teachers and pupils of high schools

PUPILS												
Other pupils seated in academic de- partment taking at least three-fourths academic work				AVERAGE DAILY ATTENDANCE			GRADUATES			ENTERING HIGHER INSTITUTIONS		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Colleges	Normal schools and normal colleges	Professional technical schools
.....	58	57	115	49	47	96	4	9	13	1	1	5
4	29	35	64	22	27	49	3	2	5	.....	.....	1
.....	32	32	54	19	28	47	2	1	3	3	.....	1
.....	3	13	16	2	12	14	.....	.....	.....	.....	.....	.....
219	955	1 016	1 971	657	696	1 353	96	93	183	96	2	21
4	32	31	63	27	27	54	12	5	17	.....	1	6
.....	25	27	52	20	22	42	3	2	5	.....	2	3
10	20	27	47	16	17	33	3	2	5	1	.....	.....
.....	1 013	1 006	2 019	729	788	1 517	74	107	178	25	2	9
.....	7	11	18	5	8	13	.....	.....	.....	.....	.....	.....
5	9	23	32	5	16	21	.....	3	3	.....	2	1
7	55	79	134	39	64	103	1	6	7	3	.....	1
2	9	13	22	6	12	18	1	1	2	2	.....	.....
.....	18	17	35	12	14	26	1	1	2	.....	1	1
.....	63	92	155	59	83	142	6	15	21	1	1	7
6 558	.....	6 558	5 006	.....	5 006	5 006	655	.....	655	359	.....	55
.....	4	3	7	3	2	5	.....	.....	.....	.....	.....	.....
.....	24	25	49	20	22	42	1	3	4	.....	2	2
.....	8	6	14	6	6	12	.....	.....	.....	.....	.....	.....
.....	36	69	99	26	54	80	2	8	10	2	4	7
2	24	20	44	21	17	38	2	3	5	.....	.....	.....
.....	15	23	38	9	19	28	.....	1	4	2	2	1
.....	5	6	11	4	4	8	.....	.....	.....	.....	.....	.....
2	6	9	15	4	8	12	.....	.....	.....	.....	.....	.....
.....	22	25	47	18	21	39	3	5	8	1	.....	2
3	51	68	119	41	57	98	2	4	6	5	4	2
.....	62	54	116	47	42	89	3	2	5	.....	.....	.....
.....	18	25	43	14	19	33	1	4	5	2	.....	.....
2 675	.....	2 675	1 882	.....	1 882	1 882	131	.....	131	22	.....	59
.....	30	53	83	24	45	69	2	6	8	.....	.....	11
.....	30	52	82	17	41	58	7	8	15	.....	.....	.....
8	949	1 295	2 244	684	882	1 566	59	42	101	26	.....	14
.....	29	31	60	28	23	51	1	6	7	.....	2	.....
.....	11	13	24	10	12	22	.....	.....	.....	.....	.....	.....
.....	36	38	74	28	31	59	2	1	3	1	1	1
2 160	.....	3 304	5 464	1 530	2 324	3 854	87	210	327	62	57	97
.....	24	20	44	18	15	33	2	5	7	.....	.....	.....
.....	23	35	58	17	23	42	.....	1	1	.....	.....	.....
.....	41	57	98	39	15	75	2	8	10	.....	1	7
1	33	32	65	30	27	57	8	1	9	.....	.....	1
.....	42	68	110	31	58	89	5	6	11	2	2	1
.....	58	88	146	41	73	114	5	14	19	6	4	1
.....	18	31	49	15	29	44	.....	2	2	.....	.....	.....
2	11	7	18	6	5	11	.....	.....	.....	.....	.....	.....
.....	52	47	99	38	39	77	6	7	13	4	1	2
12	253	299	552	306	253	559	21	37	58	7	2	13
4	18	40	58	11	30	41	3	6	9	1	.....	2
.....	112	102	214	80	73	153	6	16	22	5	.....	1
3	35	43	78	26	34	60	2	.....	2	1	.....	.....

TABLE 5
Important statistics relating to

SCHOOL	Grade of school	TEACHERS		REGISTRATION				
		Men	Women	First year	Second year	Third year	Fourth year	Special
Candisco H. S.	H.	3	82	62	54	24	26	.....
Canton H. S.	H.	8	84	54	63	50	40	1
Cape Vincent H. S.	H.	22	22	19	17	7	.....	.....
Carmel H. S.	H.	23	14	9	10	10	10	1
Carthage H. S.	H.	12	10	74	63	46	26	19
Cassedaga U. S.	S.	12	.....	12	9	11	3	.....
Castile H. S.	H.	12	3	28	12	14	20	.....
Castleton U. S.	J.	12	4	16	.....	.....	.....	.....
Cato H. S.	H.	2	2	12	14	12	2	1
Catskill U. A.	H.	1	9	62	43	31	46	.....
Cattaraugus H. S.	H.	2	34	14	35	37	14	1
Cayuga Lake A., Aurora	S.	3	2	12	15	4	8	1
Cazenovia U. S.	H.	13	43	52	23	29	36	5
Celoron U. S.	S.	1	14	22	10	6	2	.....
Center Moriches H. S.	H.	1	2	19	15	8	7	.....
Central Square H. S.	H.	1	2	52	50	5	6	1
Central Valley U. S.	M.	1	1	6	4	5	.....	.....
Chadwick U. S.	M.	3	14	14	9	5	.....	.....
Champlain H. S.	H.	4	10	11	9	7	.....	.....
Charlotte H. S., Rochester	H.	4	8	44	89	56	61	1
Chateaugay H. S.	H.	13	5	60	25	32	21	.....
Chatham H. S.	H.	13	43	47	33	24	25	2
Chaumont H. S.	H.	14	11	6	4	6	.....	.....
Chautauque H. S.	H.	23	6	34	24	32	13	9
Chazy Central Rural S.	H.	3	71	37	27	14	4	.....
Chenango Forks U. S.	S.	3	13	7	6	4	2	.....
Cherry Creek H. S.	H.	12	2	24	15	10	12	.....
Cherry Valley H. S.	H.	3	2	25	29	10	16	.....
Chester H. S.	H.	14	2	35	21	7	9	2
Chestertown H. S.	H.	3	13	11	8	4	3	.....
Churchville H. S.	H.	21	24	38	22	8	8	1
Cincinnatus H. S.	H.	1	2	27	18	9	15	1
Clark Mills H. S.	H.	1	2	13	4	5	6	.....
Clayton H. S.	H.	1	43	39	26	25	15	.....
Clayville H. S.	H.	3	.....	24	14	10	2	.....
Cleveland U. S.	S.	1	12	24	10	7	2	1
Clifton Springs H. S.	H.	1	1	31	34	9	9	.....
Clinton H. S.	H.	2	5	30	27	31	32	9
Clyde H. S.	H.	2	6	59	34	33	25	4
Clymer H. S.	H.	2	2	21	27	19	9	.....
Cobleskill H. S.	H.	14	103	99	67	54	30	4
Coccyman H. S.	H.	1	13	5	1	7	5	.....
Cohocton H. S.	H.	3	3	14	9	10	13	2
Cohoes H. S.	H.	7	13	125	68	51	28	4
Collins Center H. S.	H.	1	1	9	14	5	11	.....
Colton U. S.	S.	1	13	12	10	10	9	.....
Commercial H. S., Brooklyn	H.	121	203	1 961	1 376	687	504	.....
Congers U. S.	M.	.....	12	24	7	.....	.....	.....
Conifer U. S.	J.	.....	1	1	1	1	.....	.....
Constableville U. S.	S.	1	12	13	5	6	2	.....

a H. = high school; S. = senior; M. = middle; J. = junior.

(continued)

teachers and pupils of high schools

PUPILS												
Other pupils seated in academic de- partment taking at least three-fourths academic work				AVERAGE DAILY ATTENDANCE			GRADUATES			ENTERING HIGHER INSTITUTIONS		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Colleges	Normal schools and normal colleges	Professional and technical schools
	79	96	166	50	72	122	12	13	25			
	98	110	208	79	84	163	9	11	24	8	5	4
	26	39	65	23	39	62	3	4	7			
	16	28	44	13	23	36	1	6	8	2		
	105	130	235	82	107	189	15	23	38	4	4	14
2	15	22	37	11	18	29	2	2	2		4	
	33	41	74	23	31	54	3	6	9	3		
	7	9	16	4	6	10						
	21	20	41	16	15	31	12		2			
	93	89	182	79	73	152	13	24	37	3	4	8
	58	73	131	49	64	113	2	10	12	1		2
	16	24	40	13	21	34	5	3	8	1		
	63	82	145	42	72	114	13	18	31	5		3
	16	24	40	12	19	31	2	2	2			
2	21	30	51	17	25	42	5	2	7		2	
1	37	51	88	25	37	62		1	1			
4	10	9	19	5	7	12						
	12	17	29	11	14	25				1		2
3	18	22	40	13	19	32	1	5	6	1	4	4
	156	165	321	113	124	237	13	10	23	7	1	5
4	53	89	142	42	74	116	11	10	21	3	1	4
	50	81	131	72	43	115	5	16	21	10	2	2
	11	16	27	9	15	24	1	5	6	1	2	1
9	64	57	121	49	49	98	5	7	12	8	1	5
	35	47	82	29	40	69		4	1	1		1
	10	9	19	6	6	12		2	2			
6	32	35	67	21	27	48	4	1	8			
	12	38	50	37	34	71	3	6	9	1	3	
	31	43	74	22	37	59	3	6	9	5		3
	13	13	26	9	12	21	2		2			
	43	34	77	35	24	59	2	5	7		2	2
18	39	49	88	29	31	60	4	8	12	3	2	2
	8	20	28	5	14	19		6	6		1	1
	43	62	105	35	50	85	4	11	15	4		4
	19	31	50	13	23	36		2	2			3
	19	29	48	15	25	40	1	1	2			
2	38	47	85	29	40	69	2	7	9	3	3	6
	57	72	129	42	63	105	9	8	17	8		1
	76	79	155	61	65	126	11	11	22	1	3	2
	13	53	76	21	42	63	1	2	3			1
6	119	111	260	91	103	197	5	20	25	8	1	7
1	14	8	22	9	8	17		2	2			
13	26	35	61	25	28	53	1	6	10	1	1	
6	150	132	282	122	110	232	10	18	28	7	2	9
	11	28	39	9	23	32	1	9	10		1	4
	11	30	41	10	27	37	3	5	8		5	5
4	52	4	522	3	321	3	321	424	424	190		143
	15	16	31	9	8	17						
	3	3	3	2	2	2						
	19	26	45	16	21	37						

TABLE 5
Important statistics relating to

SCHOOL	a Grade of school	TEACHERS		REGISTRATION				
		Men	Women	First year	Second year	Third year	Fourth year	Special
Cooperstown H. S.	H.	1	10 ¹	67	65	47	42	1
Copenhagen H. S.	H.	1	12	33	18	12	16	
Corfu H. S.	H.	1	12	18	20	12	9	
Corinth H. S.	H.	1 ¹	5	52	51	58	19	
Corning F. A.	H.	3 ¹	11	165	105	65	56	3
Cornwall H. S.	H.	1 ¹	4 ¹	27	23	11	17	1
Cornwall-on-Hudson H. S.	H.	2	4	27	15	19	9	
Cortland H. S.	H.	5	15	200	113	100	73	2
Coxsackie H. S.	H.		5 ¹	33	22	18	11	3
Cranberry Lake U. S.	J.	2	1	5	6	4		
Croton H. S., Croton-on-Hudson	H.	2	5 ¹	35	34	23	8	
Crown Point U. S.	S.	1	6	10			4	1
Cuba H. S.	H.	1 ¹	8	48	44	51	27	
Curtis H. S., New Brighton	H.	28 ¹	42 ¹	1 316	58	380	157	
Dalton U. S.	S.	2	1 ¹	12	5	4	3	
Dannemora U. S.	M.		3	22	16	9	11	1
Danville H. S.	H.	4	6	78	48	62	31	
Davenport U. S.	S.	2	1 ¹	8	13	7	3	
Dayton U. S.	S.	2	2	2	3	1		
Deansboro U. S.	J.		1	10	14			
DeKalb Junction C. S.	S.	1	12	13	11	12	4	
Delanson U. S.	J.	2		20				
Delaware A. and U. S., Delhi	H.	1	9	72	52	42	32	
Delaware Literary Inst. and U. S., Franklin	H.	2	2	19	14	12	11	
Delevan H. S.	H.	2	2	17	14	5	2	2
Depew H. S.	H.	1	10	63	34	13	25	
Deposit H. S.	H.	2	8 ¹	50	39	22	21	
De Ruyter H. S.	H.	1	2	25	29	19	10	1
De Witt Clinton H. S., N. Y.	H.	199	77 ¹	4 299	2 937	1 350	877	
Dexter H. S.	H.	2	4 ¹	24	28	19	7	2
Dickinson U. S., Dickinson Center	M.	2	1	4	2	9		
Dodge Ferry H. S.	H.	1	5 ¹	38	44	19	15	
Dolgeville H. S.	H.	1 ¹	5 ¹	49	37	27	20	
Dover Plains H. S.	H.	1	2	19	10	11	2	
Downsville H. S.	H.	2	3	28	17	13		
Draper S., Schenectady	H.	1	5	74	49	20		
Drum Hill H. S., Peekskill	H.	4	7	117	101	43	60	
Dryden H. S.	H.	1	24	25	26	8	14	
Dundee H. S.	H.	2	5 ¹	26	42	16	26	1
Dunkirk H. S.	H.	12	22	299	167	120	98	
Earlville H. S.	H.	1	3	28	23	19	15	1
East Aurora H. S.	H.	2 ¹	14 ¹	139	75	48	42	7
East Bloomfield H. S.	H.	1	1	26	31	16	9	3
East Hampton H. S.	H.	1 ¹	1 ¹	41	26	17	16	6
East Islip U. S.	J.	2	2	33	6			
East Otto U. S.	J.	1	1	9	9			
East Pembroke H. S.	H.	1	2	15	17	10	5	
East Randolph U. S.	S.	1	1	7	11	5	6	1
East Rochester H. S.	H.	2	6 ¹	75	58	40	31	1
East Springfield U. S.	S.	1	1	15	3			

a H. =high school; S. =senior; M. =middle; J. =junior.

(continued)

teachers and pupils of high schools

PUPILS												
Other pupils seated in academic de- partment taking at least three-fourths academic work	AVERAGE DAILY ATTENDANCE						GRADUATES			ENTERING HIGHER INSTITUTIONS		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Colleges	Normal schools and normal colleges	Professional and technical schools
	93	129	222	71	105	176	10	25	35	8	1	7
	29	34	63	24	29	53	3	7	10		1	
	24	35	59	19	29	48	3	6	9			1
18	71	97	168	55	76	131	12	7	19	6	4	4
21	185	230	415	116	199	345	17	33	50	8	9	7
	39	59	98	31	50	81	3	12	15	3	1	5
	35	35	70	28	30	58	12	6	18	4	1	1
	224	269	493	180	333	413	15	48	63	22	24	6
	42	48	90	36	37	73	5	7	12		4	12
	6	9	15	5	7	12						
	51	19	100	35	40	75	4	2	6	1	1	1
	12	20	32	9	17	26	1	3	4		1	1
21	77	94	171	55	80	135	7	19	26	6		4
	113	124	237	89	94	173	7	67	115	52		26
	9	15	24	7	12	19		3	3			
	23	32	55	17	25	42	4	6	10	1	2	2
	111	108	219	104	96	200	8	16	24	5	3	3
	11	20	31	11	18	29		3	3			2
	3	6	9	2	5	7						
	14	10	24	12	9	21						
	14	31	45	11	26	37	2	5	8	1		2
	9	11	20	5	8	13						
	77	121	198	62	97	159	9	23	32	6	1	12
	25	31	56	21	24	45	2	6	8			
13	21	32	53	14	24	38	1	2	3	1	1	2
	68	67	135	49	55	104	9	11	20		2	
	59	73	132	47	62	109	4	11	15	4	1	7
	25	59	84	19	50	69		12	12	1		6
	9	461	9	7	249	7	249	763	763	200	1	521
	31	49	80	27	37	64	3	3	6		1	8
	6	10	16	5	8	13						
10	50	76	126	40	53	93	3	10	13	2		1
	50	90	140	40	75	115	5	8	13		1	4
	19	23	42	12	18	30		1	1	1		
	30	33	63	23	25	48	1	1	2			4
	66	77	143	45	50	95						
25	178	168	346	147	144	291	26	26	52	11	4	11
	28	45	73	20	31	51	2	12	14	2	3	4
12	44	79	123	36	65	101	6	16	22	2	1	2
	352	332	684	275	271	546	37	43	80	8	10	
	44	42	86	33	37	70	7	8	15	12	2	7
1	149	163	312	124	135	259	15	26	41			5
10	47	48	95	37	40	77	4	5	9	5	2	2
5	56	55	111	51	50	101	7	8	15	2	2	2
	19	20	39	13	11	24						
	17	14	31	14	12	26						
	16	31	47	14	27	41	2	3	5	2	1	1
3	13	20	33	8	15	23	2	3	5		1	1
	89	116	205	61	96	157	3	23	26	4	2	3
	8	10	18	5	7	12					1	

TABLE 5
Important statistics relating to

SCHOOL	b Grade of school	TEACHERS		REGISTRATION					
		Men	Women	First year	Second year	Third year	Fourth year	Special	
East Syracuse H. S.	H.	4	7	77	41	40	17	3	
East Worcester U. S.	S.	1	1 ¹	5	4	4	5		
Eastern District H. S., Brooklyn	H.	32 ¹	91	1 702	1 446	764	225		
Eastport H. S.	H.	1	2	10	6	10	3		
Eastwood U. S.	S.	1 ²	5	45	41	20	16	4	
Eaton U. S.	S.	1	2	17	11	7	4		
Eden U. S.	S.	1	2	16	14	8	3	1	
Edmeston H. S.	H.	1	2	22	14	9	18	1	
Edwards H. S.	H.	1	2	17	14	7	7		
Elba H. S.	H.	1	2	7	6	11	3		
Elbridge H. S. and A.	H.	1	1 ¹	14	10	13	6	2	
Elizabethtown H. S.	H.	2	2 ³	22	12	14	8	2	
Ellenburg Depot U. S.	S.	1	2	21	16	7	5		
Ellenville H. S.	H.	1	7	121	70	37	36	1	
Ellicottville H. S.	H.	3 ⁴	3 ¹	42	21	15	6	2	
Ellington H. S.	H.	1 ³	3 ¹	15	14	18	13		
Elmira F. A.	H.	12	49	432	774	269	176	22	
Elmira Heights H. S.	H.	1 ¹	6 ¹	43	26	24	13	4	
Erasmus Hall H. S., Brooklyn	H.	67	130 ⁴	2 903	1 605	1 253	747		
Erieville U. S.	M.	1	2	6	2	3			
Essex H. S.	H.	1	1	14	4	3	3		
Evander Childs H. S., New York	H.	74 ¹	91 ²	2 194	1 613	1 233	668		
Evans Mills H. S.	H.	1	2	14	26	8	6		
a Excelsior H. S., Schenectady	H.	1	8 ²	98	33	29	24	6	
Fabius H. S.	H.	1	1	13	7	9	9		
Fair Haven H. S.	H.	3 ⁴	2	14	17	19	3		
Fairport H. S.	H.	1	8	107	60	37	20	1	
Falconer H. S.	H.	1 ¹	7 ¹	42	36	34	24		
Far Rockaway H. S.	H.	13 ¹	23 ¹	614	200	150	54		
Farmersville U. S.	M.	1	1	6	7	9	8		
Farmingdale H. S.	H.	1	4	28	18	15	12		
Fayetteville H. S.	H.	3 ¹	5 ¹	52	30	18	13		
Felts Mills U. S.	S.	1	2	12	3	2	5		
Fillmore H. S.	H.	1	3 ¹	38	29	20	14		
Findley Lake U. S.	S.	1	1	10	5	3	2		
Flushing H. S.	H.	25 ¹	34 ¹	1 110	416	303	127	8	
Fonda H. S.	H.	1	3 ¹	21	18	11	8		
Forestport U. S.	J.	4 ⁴	4 ⁴	7	7	4			
Forestville I. A.	H.	14 ¹	4 ⁴	47	31	20	3	1	
Fort Ann H. S.	H.	4 ⁴	2	16	18	7			
Fort Covington H. S.	H.	1	2 ¹	11	10	12	9	5	
Fort Edward H. S.	H.	1	4 ¹	41	37	20	16	2	
Fort Plain H. S.	H.	1	7 ²	67	45	21	16	1	
Frankfort F. S.	H.	2	5 ¹	59	47	25	19		
Franklin A. Malone	H.	5	10	106	121	104	65	10	
Franklin A. and Prattsburg H. S.	H.	1 ¹	3	19	17	11	11		
Fredonia U. S.	M.	4	5	98	51				
Freedom U. S.	S.	1	1	5	6	3	5		
Freeport H. S.	H.	2 ¹	13	112	149	44	46	1	
Freeville H. S.	H.	1	2	7	9	8	3		

a Became part of the city of Schenectady May 21, 1903 school; S. = senior; M. = middle; J. = junior.

Data given here up to that date.

b H. = high

(continued)

teachers and pupils of high schools

Other pupils seated in academic de- partment taking at least three-fourths academic work	PUPILS			AVERAGE DAILY ATTENDANCE			GRADUATES			ENTERING HIGHER INSTITUTIONS		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Colleges	Normal schools and normal colleges	Professional and technical schools
.....	76	102	178	57	80	137	4	12	16	5	.....	6
7	8	17	25	6	14	20	1	4	5	.....	.....	1
.....	1 422	2 715	4 137	1 065	1 993	3 058	142	84	226	125	.....	81
2	15	16	31	12	13	25	1	1	2	.....	.....	1
6	67	59	126	47	46	93	4	6	10	2	.....	.....
.....	17	27	44	13	17	30	.....	2	2	1	.....	2
5	22	20	42	17	15	32	.....	2	2	.....	.....	1
.....	29	37	66	22	34	56	5	11	16	.....	.....	.....
2	24	25	49	19	22	41	2	3	5	1	.....	3
4	10	17	27	7	12	19	.....	.....	3	2	1	.....
.....	30	23	53	20	18	38	2	4	6	1	1	2
8	25	33	58	18	27	45	3	5	8	.....	.....	.....
.....	17	37	54	11	34	45	.....	4	4	.....	.....	.....
.....	117	142	259	91	116	207	10	17	27	1	2	2
.....	36	50	86	29	45	74	4	2	6	1	1	4
.....	38	35	73	33	31	64	3	3	6	.....	.....	2
13	840	882	1 722	657	736	1 393	58	121	179	36	8	32
46	52	58	110	40	45	85	5	5	10	.....	.....	1
.....	2 787	3 721	6 508	2 130	2 867	4 997	245	345	590	240	.....	207
.....	5	6	11	3	5	8	.....	.....	.....	.....	.....	.....
.....	13	11	24	6	4	10	.....	.....	.....	.....	2	.....
.....	2 526	3 182	5 708	1 827	2 333	4 160	180	182	362	258	.....	66
.....	29	25	54	21	16	37	3	2	5	.....	1	.....
.....	106	93	199	81	66	147	.....	.....	.....	2	6	5
1	14	25	39	11	22	33	3	6	9	2	.....	4
.....	20	33	53	15	16	31	2	1	3	2	1	2
.....	93	132	225	70	105	175	5	13	18	8	3	5
.....	58	78	136	52	64	116	11	9	20	7	4	2
.....	515	503	1 018	389	391	780	35	36	71	23	1	13
.....	17	13	30	15	9	24	.....	6	6	.....	1	.....
.....	38	49	87	34	39	73	5	5	10	2	.....	.....
14	44	69	113	35	60	95	5	6	11	5	1	6
.....	11	11	22	8	9	17	1	4	5	.....	.....	.....
22	61	62	123	43	43	86	1	6	7	1	.....	.....
6	9	17	26	6	11	17	.....	.....	.....	.....	.....	.....
.....	963	1 001	1 964	769	766	1 535	60	68	128	67	.....	37
.....	27	34	61	20	25	45	.....	.....	.....	1	1	1
.....	12	6	18	7	5	12	.....	.....	.....	.....	.....	.....
2	43	61	104	39	50	89	4	3	7	2	3	5
.....	16	32	48	11	25	36	2	4	6	1	1	2
.....	20	27	47	16	23	39	2	3	5	10	2	2
13	57	72	129	44	57	101	6	10	16	.....	2	6
.....	65	91	156	57	92	149	6	18	24	5	1	5
.....	78	72	150	58	62	120	9	10	19	2	4	6
19	210	215	425	163	176	339	27	32	59	6	6	5
.....	28	41	69	22	26	48	7	4	11	1	1	1
.....	91	58	149	51	44	95	.....	.....	.....	.....	.....	.....
.....	5	14	19	4	11	15	1	3	4	.....	.....	.....
.....	172	180	352	143	155	298	16	23	39	6	2	6
2	18	11	29	10	9	19	.....	.....	.....	.....	.....	.....

TABLE 5
Important statistics relating to

SCHOOL	a Grade of school	TEACHERS		REGISTRATION				
		Men	Women	First year	Second year	Third year	Fourth year	Special
Frewsburg H. S.	H.	1	2	36	1	6	7	
Friendship H. S.	H.	1 ¹ ₂	4 ¹ ₂	39	40	18	16	4
Fulton H. S.	H.	4	19	186	509	104	45	4
Fultonville H. S.	H.	1	1	19	7	1	4	
Gainesville H. S.	H.	1	1 ¹ ₂	10	8	2	3	
Galway U. S.	S.		2	15	12	9	10	1
Gardenville H. S.	H.	1	1 ¹ ₂	27	6	6	2	
Gasport U. S.	M.	1	1 ¹ ₂	32	15	13	3	
Geneva H. S.	H.	6	17	231	156	70	69	
Genoa U. S.	S.	3 ¹ ₂	1 ¹ ₂	21	8	7	5	
George Washington H. S., New York	H.	27 ³ ₄	36 ³ ₄	928	477	400	150	
Georgetown H. S.	H.	1	1	12	3	9	3	
Gerry U. S.	I.	1		14	4			
Gilbertsville H. S.	H.	1	2	21	3		6	
Girls Commercial H. S., Brooklyn	H.	9	65 ¹ ₂	1 392	737	433	9	
Girls H. S., Brooklyn	H.	9	95	1 734	958	496	280	
Glen Cove H. S.	H.	3	10	107	80	41	28	
Glen Falls H. S.	H.	2	15	353	124	49	32	
Gloversville H. S.	H.	5	24	464	112	160	57	4
Gorham U. S.	J.	1		11	5			
Goshen H. S.	H.	2	5	41	34	22	18	1
Gouverneur H. S.	H.	3	11	105	96	43	53	
Gowanda H. S.	H.	2	6 ¹ ₂	88	40	23	16	
Granville H. S.	H.	1 ¹ ₂	6 ¹ ₂	54	65	30	24	1
Great Neck H. S.	H.	3 ¹ ₂	5 ¹ ₂	61	42	26	9	
Great Valley U. S.	S.	2	2	9	14	5	9	
Greenburgh U. S.	J.	1 ³ ₄	1	14				
Greene H. S.	H.	1 ¹ ₂	6 ¹ ₂	36	31	21	21	8
Greenport H. S.	H.	1 ¹ ₂	6 ¹ ₂	38	58	37	27	11
Greenville P. A.	H.	1	2	35	14	13	10	
Greenwich H. S.	H.	1 ³ ₄	4	67	60	20	13	3
Greenwood U. S.	S.	1	1	53	3	2	4	
Groesville H. S.	H.	1	4 ¹ ₂	35	17	12	7	
Griffin-Fleischmanns H. S., Griffin Corners	H.	1 ¹ ₂	2	41	10	5	7	
Griffith Inst. and U. S., Springville	H.	1 ¹ ₂	7 ¹ ₂	89	68	43	31	
Groton H. S.	H.	1	4 ¹ ₂	51	35	32	13	6
Groveland U. S.	S.	1	1	12	14	9	3	
Guilford U. S.	S.	3 ¹ ₄	1 ¹ ₂	11	7	7	4	
Haaren H. S., New York	H.	13	19 ¹ ₂	218	307	138		
Hadley-Luzerne H. S., Luzerne	H.	1	2	15	9	7	9	
Haldane H. S., Cold Spring	H.	2 ¹ ₂	3 ¹ ₂	23	14	13	7	1
Hamburg H. S.	H.	3 ¹ ₂	8 ¹ ₂	74	66	40	50	3
Hamilton H. S.	H.	1 ¹ ₂	1 ¹ ₂	46	41	31	17	
Hammont U. S.	S.		2	17	19	12	9	
Hammontport H. S.	H.	1 ¹ ₂	1 ¹ ₂	34	25	14	13	5
Hawpton Bays U. S.	S.	4 ¹ ₂	2 ¹ ₂	7	7	1	6	
Hancock H. S.	H.	4 ¹ ₂	6 ¹ ₂	43	23	14	20	
Hannawa Falls U. S.	J.	1		7				
Hannibal H. S.	H.	1	5	62	31	17	14	
Harriman U. S.	J.	1	1 ¹ ₂	9	11			

a H.=high school; S.=senior; M.=middle; J.=junior.

(continued)

teachers and pupils of high schools

PUPILS												
Other pupils seated in academic de- partment taking at least three-fourths academic work				AVERAGE DAILY ATTENDANCE			GRADUATES			ENTERING HIGHER INSTITUTIONS		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Colleges	Normal schools and normal colleges	Professional and technical schools
2	26	29	55	19	21	40	3	4	7	1	2	1
	54	63	117	44	54	98	3	13	16	1	2	
	242	306	548	233	282	505	16	29	45	10	14	5
	21	13	34	15	11	26	2	2	4			
8	11	17	31	8	13	21		2	2		3	
	19	28	47	15	23	38	3	7	10		3	1
	16	25	41	13	18	31	1	1	2	1	1	5
	30	33	63	20	20	40	2		2			
3	207	322	529	166	252	418	28	37	65	16	6	11
	12	29	41	5	20	25		3	3			
	989	966	1 955	706	716	1 422	81	58	139	49		54
	13	14	27	9	11	23						
	7	11	18	4	8	12						
10	19	28	47	16	25	41	1	4	5	2	1	
	2	571	2 571		1 611	1 611		32	32			
	3	468	3 468		2 568	2 568		260	260	40		142
	116	140	256	94	107	201	6	16	22	7	2	5
	554	331	585	191	265	456	16	31	47	16	3	7
13	382	428	810	298	332	630	34	47	81	8	2	9
6	12	10	22	8	7	15						
	62	57	119	51	48	99	7	5	12	6	1	2
11	138	164	302	109	138	247	22	22	44	12	4	3
	78	96	174	62	78	140	4	10	14	4	1	2
	91	103	184	72	93	165	6	16	22	5	5	19
	53	88	141	15	73	118	2	6	8	3		1
	12	15	37	9	19	28	2	7	9			
	4	10	14	4	7	11						
	48	69	117	33	56	89	4	8	12	2	3	11
10	97	84	181	74	76	150	12	8	20	4	1	7
	22	50	72	17	40	57	2	8	10	2		
	72	91	163	50	78	128	4	7	11	6	1	3
2	8	26	34	5	18	23	1	2	3			
5	31	45	76	22	37	59	1	5	6	1	1	
	10	23	33	7	17	24	2	5	7			
	118	113	231	81	107	188	14	24	38	4		22
	69	73	142	50	52	102	3	2	4	5	2	
	15	23	38	12	18	30		3	3			3
	13	16	29	12	14	26	2	2	4			
	164	499	663	119	366	485						
	15	25	40	10	17	27						
	26	32	58	20	26	46	1	4	5	1	2	5
12	115	130	245	69	115	184	8	21	29	8	3	5
	55	80	135	45	63	108	3	9	12	15	2	1
	18	39	57	13	32	45	1	6	7	2		
8	53	46	99	41	35	76	3	5	8	5	4	3
	6	15	21	6	13	19	1	5	6			1
	37	63	100	32	55	87	7	9	16	3	2	1
	4	3	7	3	3	6						
3	47	80	127	39	70	109	5	12	17			10
	8	12	20	8	10	18						

TABLE 5
Important statistics relating to

SCHOOL	Grade of school	TEACHERS		REGISTRATION				
		Men	Women	First year	Second year	Third year	Fourth year	Special
Harrison H. S.	H.	1	7	14	26	22	11	12
Harrisville H. S.	H.	1	12	32	18	12	9	2
Hartford U. S.	S.	1	21	19	15	8	2	2
Hartwick H. S.	H.	1	21	30	11	9	5	2
Hastings-on-Hudson H. S.	H.	1	6	77	16	28	11	1
Haverline H. S., Bath	H.	3	8	105	77	47	34	4
Haverstraw H. S.	H.	1	10	171	93	79	26	9
Helena U. S.	J.	1	1	1	6	1	1	1
Hemlock U. S.	S.	1	2	24	4	4	3	1
Hempstead H. S.	H.	8	21	503	155	82	65	12
Henderson U. S.	M.	1	1	7	8	1	1	1
Henrietta U. S.	M.	1	24	8	10	4	3	1
Herkimer H. S.	H.	1	14	106	79	86	36	2
Hermion H. S.	H.	1	13	16	11	13	8	1
Heuvelton U. S.	S.	1	1	22	11	11	8	1
Hicksville H. S.	H.	1	31	73	31	23	5	1
High School of Commerce, New York	H.	123	32	1 818	1 681	957	507	1
Highland H. S.	H.	1	51	44	31	25	11	1
Highland Falls H. S.	H.	1	5	52	17	17	27	1
Hillsdale H. S.	H.	1	3	24	16	11	9	1
Hilton H. S.	H.	1	4	41	32	22	14	1
Hilton Memorial H. S., Andes	H.	1	4	11	9	4	6	1
Hinckley U. S.	M.	1	1	9	6	8	2	1
Hinsdale U. S.	S.	1	1	21	8	6	3	1
Hobart H. S.	H.	1	2	19	20	8	5	1
Holland U. S.	S.	1	2	10	7	13	8	1
Holland Patent H. S.	H.	1	3	21	25	19	17	1
Holley H. S.	H.	1	4	61	22	26	19	1
Homer A. and U. S.	H.	1	6	67	19	21	25	1
Honeoye H. S.	H.	2	1	13	10	12	4	1
Honeoye Falls H. S.	H.	1	4	45	24	12	9	1
Hoosick Falls H. S.	H.	1	10	71	66	30	20	3
Hornell H. S.	H.	4	28	253	226	199	102	22
Horseheads H. S.	H.	1	7	67	58	33	28	2
Hudson H. S.	H.	4	11	175	109	51	46	3
Hudson Falls H. S.	H.	2	11	166	89	48	37	1
Hunt Memorial U. S., Freeville	S.	1	31	35	25	8	4	1
Hunter H. S.	H.	1	2	17	19	5	8	3
Huntington H. S.	H.	3	11	156	106	80	49	3
Hurleyville U. S.	J.	1	21	32	18	18	1	1
Hutchinson-Central H. S., Buffalo	H.	14	108	1 138	905	601	388	23
Hyde Park U. S.	J.	1	1	16	1	1	1	1
Ilion H. S.	H.	1	21	208	142	116	82	6
Indian Lake H. S.	H.	1	11	13	8	1	5	2
Interlaken H. S.	H.	1	3	20	24	17	11	1
Irondequoit U. S.	S.	1	21	29	19	10	1	1
Irving U. S.	J.	1	1	4	1	1	1	1
Irvington H. S.	H.	3	4	60	23	21	8	1
Islip H. S.	H.	1	71	46	34	28	18	2
Ithaca H. S.	H.	8	35	223	272	232	110	25

H.=high school; S.=senior; M.=middle; J.=junior

(continued)

teachers and pupils of high schools

PUPILS												
Other pupils seated in academic de- partment taking at least three-fourths academic work				AVERAGE DAILY ATTENDANCE			GRADUATES			ENTERING HIGHER INSTITUTIONS		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Colleges	Normal schools and normal colleges	Professional and technical schools
4	42	70	112	34	59	93	6	5	11	1	1	
	27	44	71	23	36	59	3	7	10			4
	24	29	53	17	20	37	1	3	4			1
	23	32	55	17	23	40	1	3	4			2
	81	84	165	72	69	141	9	7	16	1	31	
3	122	148	270	91	122	213	6	16	22	5	8	
	168	210	378	124	160	284	10	20	30	2	2	8
2	10	2	12	7	1	8					1	
	11	24	35	9	20	29	1	2	3	1		4
	374	443	817	285	340	625	22	43	65	10	3	13
3	10	9	19	8	8	16						
3	10	18	28	5	13	18	1	2	3			
11	168	155	323	125	122	247	20	14	34	6	2	9
	22	27	49	18	23	41	3	5	8	2		3
2	17	37	54	15	35	50	1	6	7	1	1	1
	51	81	132	38	66	104	4	1	5			5
4	963		4 963	3 518		3 518	395		395	15		199
	45	66	111	31	54	85	2	5	7		4	
6	53	67	120	45	59	104	3	11	14		1	1
5	21	44	65	17	37	54	2	8	10	3	2	6
12	18	73	121	38	63	101	6	8	14	1	3	1
	15	15	30	9	11	20	1	2	3		1	2
	14	13	27	9	11	20	1	1	2			2
	13	25	38	12	21	33	1	2	3			
2	25	29	51	19	22	41	3	2	5	1		4
2	35	35	70	26	25	51	1	3	7		1	
15	37	60	97	30	50	80	7	10	17	1	3	2
12	68	72	140	50	58	108						
	73	89	162	56	82	138	5	20	25	2		3
	22	17	39	17	14	31	1	1	2			2
	31	59	90	26	48	74	3	5	8			4
	92	111	203	74	94	168	11	18	29	6		4
	393	409	802	285	327	612	45	57	102	11	7	5
	82	106	188	60	84	144	8	21	29	4		4
	188	196	384	155	153	308	19	24	43			
7	152	195	347	113	150	263	11	21	32	3	1	7
	45	28	73	18	15	33		2	2			
	26	28	54	17	20	37	2	5	7	4	1	
29	203	220	423	149	167	316	18	29	47	13	3	2
	33	36	69	25	26	51						
1	261	1 792	3 056	1 002	1 464	2 466	112	200	312	152	27	135
	8	16	24	6	6	12						
293	261	554	230	208	438	40	33	73	8		6	8
17	18	35	13	14	27	2	3	5	2			
33	39	72	29	33	62	3	6	9				2
	27	31	58	23	19	42						
	3	1	4	1	1	2			9			
	59	60	112	42	52	94	4	5	9	3		
	72	69	141	61	57	118	4	7	11	1		1
3	396	196	592	352	399	752	42	72	114	63		15

TABLE 5
Important statistics relating to

SCHOOL	a	Grade of school	TEACHERS		REGISTRATION					
			Men	Women	First year	Second year	Third year	Fourth year	Special	
Jamaica H. S.	H.	23 ¹ ₂	412	1 081	591	437	203	12		
Jamestown H. S.	H.	7 ¹ ₂	48	798	314	242	192	36		
Jamestown H. S.	H.	1	12	7	9	8				
Jefferson H. S.	H.	3	12	9	11	4				
Jeffersonville U. S.	H.	1	12	21	13	15	16			
John G. Borden H. S., Wallkill.	H.	1	2	11	13	7	9			
Johnson City H. S.	H.	2	14	114	113	47	43			
Johnstown H. S.	H.	3	14	144	114	73	99	11		
Jordan F. A.	H.	11	3 ² ₂	38	15	14	13	3		
Julia Richman H. S., New York.	H.	22 ² ₂	160	2 251	1 640	1 306	56			
Katonah H. S.	H.	1 ⁴ ₄	74	76	36	34	16	12		
Keene Valley U. S.	S.	1	2	11	11	7	7	7		
Keeseville H. S.	H.	3	34	25	17	25	15	7		
Kendall H. S.	H.	1	2	20	8	6	1			
Kenmore H. S.	H.	2	6	93	55	25	22	3		
Kinderhook U. S.	H.	2	2	26	9	5	3			
King Ferry U. S.	H.	2	2	15	13	10	1			
Kingston H. S.	H.	11	24	144	251	180	119	13		
Knowlesville U. S.	M.	1	1	9	4					
Knox Memorial H. S., Russell.	H.	1	14	20	17	11	3			
Kodak H. S., Rochester.	H.	12	9	66	45	34	25			
Lackawanna H. S.	H.	5	5	96	57	17	13			
LaFargeville U. S.	S.	1	2	30	17	11	5			
Lafayette H. S., Buffalo.	H.	13	77	899	581	399	366	11		
La Fayette H. S.	H.	1	11	16	16	11	5			
Lake George H. S.	H.	3	4	12	15	11	5	2		
Lake Placid H. S.	H.	1	8	66	49	33	11	2		
Lakewood H. S.	H.	11	31	32	22	11	14			
Lancaster H. S.	H.	2	6	55	61	21	16	1		
Lansingburg H. S.	H.	21 ² ₂	17	188	96	78	73	4		
Laurens U. S.	S.	1	14	6	16	9	4			
Lawrence H. S.	H.	5	11	181	84	69	40			
Leavenworth Inst. and Wolcott H. S.	H.	1	44	33	14	22	25			
Leicester U. S.	S.	1	21	8	11	7	5			
Leonardsville H. S.	H.	1	1	7	7	2	4			
Le Roy H. S.	H.	2	9	87	66	40	31			
Lewiston U. S.	M.	1	11	19	10	6	2			
Liberty H. S.	H.	1	102	116	62	43	52			
Lima U. S.	S.	2	13	12	4	1	1			
Limestone H. S.	H.	1	2	13	6	3	7			
Lindenhurst H. S.	H.	2	34	43	17	7	2			
Lisbon H. S.	H.	1	2	14	17	13	4			
Liste U. S.	S.	1	1	11	5	4	4			
Little Falls H. S.	H.	3	8	102	74	44	39	6		
Little Valley H. S.	H.	12	14	31	37	10	14			
Liverpool H. S.	H.	11	31	34	41	21	10	7		
Livingston Manor H. S.	H.	11	24	34	23	16	14	1		
Livonia H. S.	H.	1	54	42	37	11	13			
Locke U. S.	J.	1	10	5						
Lockport H. S.	H.	11	21	279	232	118	111	6		

a H.=high school; S.=senior; M.=middle; J.=junior

(continued)

teachers and pupils of high schools

PUPILS

Other pupils seated in academic de- partment taking at least three-fourths academic work				AVERAGE DAILY ATTENDANCE			GRADUATES			ENTERING HIGHER INSTITUTIONS		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Colleges	Normal schools and normal colleges	Professional and technical schools
.....	1 011	1 303	2 314	794	1 002	1 796	72	82	154	57	.....	67
53	750	855	1 605	605	673	1 278	93	105	198	26	14	37
.....	14	17	31	9	12	21	2	2	4	.....	.....	.....
.....	9	24	33	7	21	28	1	3	4	.....	1	1
2	29	38	67	21	21	42	1	7	11	.....	.....	3
.....
10	22	28	50	21	26	47	5	3	8	.....	1	3
.....	157	160	317	115	113	228	14	18	32	5	1	7
.....	202	239	441	151	194	348	29	30	59	16	1	6
.....	17	36	53	36	30	66	5	7	12	3	.....	3
.....	5 253	5 253	10 506	3 700	3 700	7 400	.....	52	52	13	.....	8
.....	67	97	164	55	76	131	1	14	15	.....	.....	6
.....	18	23	41	13	16	29	1	5	6	1	.....	4
.....	33	56	89	24	42	66	5	7	12	1	.....	.....
.....	17	18	35	11	13	24	.....	.....	.....	.....	.....	.....
5	102	101	203	87	86	173	11	8	19	5	2	5
.....
.....	20	23	43	15	18	33	.....	.....	.....	.....	.....	.....
4	25	18	43	22	15	37	.....	.....	.....	1	.....	6
.....	180	331	1 011	398	436	834	17	59	106	15	11	19
3	8	8	16	5	6	11	.....	.....	.....	.....	.....	.....
.....	14	37	51	9	22	31	1	2	3	1	.....	2
.....
.....	86	81	170	60	71	131	7	16	23	3	1	3
.....	89	91	183	74	77	151	6	11	17	.....	5	3
5	32	36	68	24	26	50	2	1	3	.....	.....	.....
.....	1 168	1 091	2 259	935	904	1 839	130	151	281	86	23	8
2	23	27	50	15	22	37	4	1	5	.....	1	4
.....
13	23	35	58	16	27	43	1	1	2	.....	.....	1
.....	78	83	161	47	52	99	2	7	9	3	.....	3
.....
6	30	55	85	22	45	67	2	3	5	2	1	2
13	78	89	167	62	76	138	5	7	12	1	.....	2
12	211	210	421	165	193	358	30	33	63	16	3	22
.....
.....	17	18	35	11	17	31	2	2	4	.....	.....	2
.....	179	195	374	145	152	297	16	17	33	5	5	1
.....	54	90	144	45	73	118	4	21	25	7	3	4
.....	15	16	31	12	14	26	2	3	5	.....	2	.....
3	42	11	23	10	7	17	1	3	4	1	.....	.....
.....
.....	99	125	224	86	108	194	10	14	24	7	8	10
.....	11	26	37	5	23	28	1	.....	1	.....	.....	.....
.....	156	117	303	113	100	213	19	18	37	9	.....	5
4	17	17	34	13	15	28	.....	.....	.....	1	3	3
.....	15	16	29	10	11	24	3	4	7	2	.....	1
.....
11	42	38	80	34	31	65	2	.....	2	.....	.....	2
.....	21	27	48	17	22	39	.....	3	3	.....	.....	5
.....	10	14	24	9	12	21	.....	4	1	.....	.....	.....
.....	131	134	265	108	110	218	16	22	38	9	1	5
5	38	59	97	33	54	87	3	10	13	2	.....	.....
.....
.....	40	69	109	34	55	89	.....	9	9	2	.....	1
6	41	53	94	29	42	71	2	9	11	1	.....	3
.....	42	61	103	27	38	65	5	7	12	2	4	6
.....	8	7	15	5	5	13	.....	.....	.....	.....	.....	.....
26	405	399	802	311	331	675	43	14	87	15	5	.....

TABLE 5
Important statistics relating to

SCHOOL	a Grade of school	TEACHERS		REGISTRATION				
		Men	Women	First year	Second year	Third year	Fourth year	Special
Loch U. S.	J.	1	1	27	10	8	4	
Long Beach U. S.	M.	1	2	37	17	6		
Long Eddy U. S.	J.	1	2	7	1			
Long Lake U. S.	S.	3	2	9	5	2	3	
Lowville H. S.	H.	5	9	106	65	65	61	13
Ludlowville U. S.	S.	1	1	18	8	1	3	
Lynbrook H. S.	H.	1	11	116	126	11	19	2
Lyndonville H. S.	H.	1	4	25	27	14	9	3
Lyon Mountain U. S.	S.	3	1	9	7	3	1	
Lyons H. S.	H.	1	7	87	41	18	16	2
Lyons Falls H. S.	H.	1	2	30	17	13	4	
Lyssander U. S.	M.	1	1	8	11	9	3	
Macedon H. S.	H.	1	2	17	12	6	10	2
McDonough U. S.	M.	1	1	10	6	1		1
McGraw H. S.	H.	1	2	22	20	16	5	
Maclias H. S.	H.	2	3	8	20	11	9	1
McLean U. S.	J.	1	1	11	6	2	1	
Madison U. S.	S.	1	1	12	9	10	5	
Madrid H. S.	H.	1	2	23	16	7	8	
Mahopac H. S.	H.	1	3	29	14	5	7	3
Malverne U. S., Lynbrook	J.	1	2	15	3			
Mamaroneck H. S.	H.	3	8	95	94	65	11	1
Manchester H. S.	H.	1	2	16	15	19	1	1
Mandasset U. S.	S.	3	3	33	19	9	1	2
Maulius H. S.	H.	1	1	33	34	10	13	
Mannsville U. S.	J.	1	1	16	2			
Manual Training H. S., Brooklyn	H.	77	84	2 452	1 712	700	563	
Marathon H. S.	H.	3	3	27	17	12	12	
Marecellus H. S.	H.	2	5	67	41	20	19	4
Margaretville H. S.	H.	1	3	31	28	11	6	1
Marion H. S.	H.	1	2	16	12	13	1	
Marlboro H. S.	H.	3	3	19	13	7	8	
Maryland U. S.	J.	1	1	7				
Massena H. S.	H.	2	2	112	66	33	31	1
Masten Park H. S., Buffalo	H.	12	92	1 129	626	356	256	25
Mattituck H. S.	H.	1	3	26	28	7	15	
Mayfield U. S.	J.	1	3	3				
Mayville H. S.	H.	2	3	39	34	15	17	
Mechanicville H. S.	H.	1	11	115	58	39	15	
Medina H. S.	H.	3	11	101	81	54	36	
Meridian H. S.	H.	1	2	8	3	1	4	
Mexico A. and H. S.	H.	1	1	11	39	19	17	
Middle Granville U. S.	S.	1	1	10	5	6	1	
Middleburg H. S.	H.	1	3	33	17	6	8	
Middlebury A. and U. S.	H.	1	3	22	8	12	10	
Middleport H. S.	H.	1	4	34	33	21	11	2
Middlesex U. S.	S.	2	2	18	15	8	7	
Middletown H. S.	H.	5	18	298	153	84	65	7
Middleville H. S.	H.	1	2	13	8	2	8	
Milford H. S.	H.	1	1	15	6	6	7	

a H.=high school; S.=senior; M.=middle; J.=junior.

(continued)

teachers and pupils of high schools

PUPILS												
Other pupils seated in academic de- partment taking at least three-fourths academic work				AVERAGE DAILY ATTENDANCE			GRADUATES			ENTERING HIGHER INSTITUTIONS		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Colleges	Normal schools and normal colleges	Professional and technical schools
	17	32	49	13	27	40						
	27	33	60	16	23	39	1	3	4	1		
1	4	10	14	3	7	10						
	7	12	19	5	10	15		2	2			1
	150	163	313	121	156	277	28	26	54		1	12
	13	20	33	10	14	24	2		2			2
	182	182	364	153	150	312	17	28	45	9	1	2
	36	42	78	28	35	63	1	4	5	2		
2	9	13	22	8	11	19		1	1		1	
1	68	100	168	55	86	141	1	14	15	3	2	5
	21	13	34	19	33	52	2	2	4	2		1
	14	17	31	11	12	23	2	1	3			
12	33	36	69	31	31	62	4	7	11	1	1	
	7	10	17	5	8	13						1
	31	33	64	25	28	53	3	3	6	2	2	
12	28	33	61	21	27	48	1	4	5	1		4
3	9	14	23	7	11	18	1		1			
	16	20	36	14	16	30	2	1	3			
	20	34	54	17	27	44	3	3	6			
	26	32	58	19	25	44	2	4	6	1		
10	9	19	28	8	12	20						
	159	140	299	128	106	234	27	11	38	4		6
	23	32	55	19	29	48	1	3	4	1	1	2
	34	33	67	29	27	56	1	1	2	1	1	1
4	43	51	94	35	45	80	3	9	12		1	5
	11	7	18	6	5	11						
	3 326	2 038	5 364	2 175	1 540	4 015	205	121	326	200	2	69
	33	35	68	26	24	50	4	6	10		2	3
7	66	92	158	47	76	123	4	13	17	6		5
	37	16	53	28	38	66	3	3	6			
	26	24	50	22	22	44	3	5	8	2		
	24	23	47	20	19	39	6	2	8	2	3	3
	2	5	7	2	4	6						
	103	140	243	73	112	185		19	26	3	3	9
	1 137	1 255	2 392	917	1 046	1 963	95	116	211	28	13	19
	35	36	71	24	30	54	3	8	11	2	2	2
		3	3		2	2						
	52	53	105	43	44	87	3	9	12			
11	132	136	268	103	108	211	10	15	25	7	2	8
9	118	163	281	88	130	218	18	16	34	6	4	1
13	17	12	29	12	10	22	1	2	3	1		
	54	65	119	43	56	99	2	10	12	3	2	6
	5	21	26	3	18	21		1	1	1		2
	34	30	64	28	22	50		4	6			1
	27	25	52	20	23	43	6	1	7		1	
	43	58	101	34	53	87	2	7	9	2		4
7	25	30	55	18	24	42	2	4	6	3		
33	274	366	640	216	296	512	31	30	61	17	5	6
3	16	18	34	13	12	25	4	5	9	1	1	
5	15	21	36	12	19	31	3	4	7			

TABLE 5
Important statistics relating to

SCHOOL	a Grade of school	TEACHERS		REGISTRATION				
		Men	Women	First year	Second year	Third year	Fourth year	Special
Millbrook Memorial S.	H.	14	62	32	37	34	21	.....
Millerton H. S.	H.	1	2	24	17	7	8	.....
Milton S., Rye	J.	1	14	9	.....	.....	.....	.....
Mincola H. S.	H.	14	74	55	50	26	24	.....
Minetto U. S.	M.	4	1	18	17	.....	.....	.....
Mineville H. S.	H.	1	34	29	27	10	10	.....
Minoa H. S.	H.	3	3	25	21	16	11	.....
Mohawk H. S.	H.	1	54	11	37	21	19	.....
Moirs H. S.	H.	1	12	17	13	5	6	.....
Monroe H. S.	H.	14	4	33	24	26	23	.....
Montgomery H. S.	H.	1	2	21	20	10	8	.....
Monticello H. S.	H.	1	104	107	100	18	59	.....
Moutour Falls H. S.	H.	3	.....	2	12	17	8	.....
Mooers H. S.	H.	1	2	15	16	10	6	.....
Moravia H. S.	H.	3	5	51	34	35	18	.....
Morial U. S.	H.	2	2	17	8	5	7	.....
Morris H. S.	H.	1	14	31	9	4	8	.....
Morris H. S., N. Y.	H.	704	112	2 753	1 832	1 137	640	74
Morrisonville U. S.	S.	1	1	10	5	7	4	.....
Morristown U. S.	S.	1	1	9	15	7	11	.....
Morrisville H. S.	H.	1	1	20	15	6	8	.....
Mount Kisco H. S.	H.	4	54	60	29	10	17	.....
Mount Morris H. S.	H.	1	54	12	30	18	19	.....
Mount Upton U. S.	S.	1	1	6	6	1	3	.....
Mount Vernon U. S.	H.	18	11	771	505	290	203	42
Munnsville U. S.	S.	3	24	26	21	7	4	.....
Mynderse A., Seneca Falls	H.	14	14	122	78	15	28	.....
Naples H. S.	H.	4	3	45	29	17	21	.....
Nassau U. S.	J.	2	.....	3	.....	.....	.....	.....
Natural Bridge U. S.	J.	.....	1	6	16	.....	.....	.....
New Berlin H. S.	H.	1	34	37	22	4	9	.....
New Hartford H. S.	H.	1	34	48	12	20	11	.....
New Haven U. S.	J.	1	1	6	5	.....	.....	.....
New Lebanon U. S.	S.	1	2	25	13	9	5	.....
New Rochelle H. S.	H.	20	35	455	369	285	166	10
New Utrecht H. S., Brooklyn	H.	29	17	723	391	216	110	3
New Woodstock H. S.	H.	1	2	11	12	10	7	.....
New York Mills H. S.	H.	1	34	39	12	2	6	.....
Newark H. S.	H.	6	13	100	62	63	29	.....
Newark Valley H. S.	H.	24	3	50	17	12	10	.....
Newburgh I. A.	H.	11	24	445	254	184	132	.....
Newcomb U. S.	S.	3	14	5	1	5	3	.....
Newfane U. S.	H.	1	34	53	35	22	.....	.....
Newfield H. S.	H.	1	2	22	20	7	5	.....
Newport U. S.	H.	1	24	18	14	11	9	.....
Newtown H. S., Elmhurst	H.	282	524	1 612	491	299	110	.....
Niagara Falls H. S.	H.	19	51	777	330	209	158	8
Nichols H. S.	H.	1	12	14	10	6	6	.....
Norfolk H. S.	H.	1	12	19	16	12	6	.....
North H. S., Syracuse	H.	9	20	303	240	174	106	.....

a H.=high school; S.=senior; M.=middle; J.=junior.

(continued)

teachers and pupils of high schools

Other pupils seated in academic de- partment taking at least three-fourths academic work	PUPILS			AVERAGE DAILY ATTENDANCE			GRADUATES			ENTERING HIGHER INSTITUTIONS		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Colleges	Normal schools and normal colleges	Professional and technical schools
16	59	81	140	50	69	119	6	9	15	7	1	4
	21	35	56	15	21	39	2	6	8			2
	7	2	9	6	1	7						
	77	84	161	58	65	123	9	12	21	2	1	3
3	19	19	38	15	17	32						
	38	38	76	32	27	59	6	4	10			1
	35	38	73	29	31	69	1	2	3	2	2	2
	60	61	121	49	48	97	3	8	11	1	2	1
	25	27	52	18	22	40	3	2	5	4		2
6	53	61	114	45	51	99	1	16	29	1	1	3
	30	32	62	22	24	46	2	2	4			
	148	169	317	105	139	244	20	23	43	2	1	5
	24	35	59	21	35	56	6		6			
16	34	31	65	28	24	52	1	5	6	2	2	1
	71	67	138	54	55	109	7	9	16	5	2	9
	23	14	37	18	12	30	1	5	6			
3	35	21	56	26	14	40	5	2	7			2
	3 342	3 094	6 436	2 485	2 325	4 810	209	205	414	53		103
1	14	16	30	9	13	22	2		2			2
2	19	25	44	15	20	35	7		14			
	20	29	49	18	29	47	2	6	8	1		1
	52	64	116	45	53	98	10	7	17			1
4	54	59	113	52	56	108	9	10	19			1
3	14	8	22	10	7	17	1	1	2			1
34	913	932	1 845	719	717	1 436	96	104	200	61		14
	22	43	65	14	33	47		1	1		1	1
	122	158	280	96	129	225	11	18	29	10		3
	38	74	112	33	65	98	9	9	18	2	1	1
	2	1	3	2	1	3						
	13	9	22	9	8	17						
	35	38	73	24	31	55	2	7	9	1	1	
	58	66	124	52	48	100	7	7	14	3		1
	5	6	11	3	4	7						
	26	26	52	20	22	42	1	4	5			
	651	634	1 285	554	553	1 107	69	67	136	50	5	15
	1 473		1 473	1 129		1 129	111		111	87		14
2	16	26	42	16	23	39	1	4	5	1		3
	28	31	59	23	26	49	3	3	6	1		
19	121	152	273	112	131	243	14	15	29	11	3	
	16	46	92	37	39	76	5	5	10	4	1	4
	507	508	1 015	390	415	805	49	59	108	11	15	11
	8	9	17	5	8	13	1	1	2		2	3
	45	65	110	36	53	89						
13	38	29	67	27	25	52	3	2	5	3		
9	32	30	62	22	24	46	1	5	6	5		
	1 206	1 306	2 512	946	1 034	1 980	54	65	119	58		21
	739	743	1 482	585	597	1 182	48	68	116	28	6	24
	11	25	36	9	22	31	2	3	5			4
	30	23	53	23	17	40	3	1	4		1	5
3	408	418	826	340	367	707	43	52	95	20		32

TABLE 5
Important statistics relating to

SCHOOL	a	Grade of school	TEACHERS		REGISTRATION				
			Men	Women	First year	Second year	Third year	Fourth year	Special
North Bangor U. S.	M.		3	1	7	10			
North Brookfield U. S.	S.		1	1	16		3		
North Cohocton and Atlanta U. H. S.	II.		1	2½	18	10	7	7	
North Collins H. S.	II.		1	3½	40	22	15	9	
North Creek H. S.	H.		1	2½	17	13	12	12	
North Lawrence U. S.	S.		1	1½	33	18	14	6	
North Rose H. S.	H.		2½	2½	24	9	9	4	
North Syracuse U. S.	M.		3	3	40	29	15	8	
North Tarrytown H. S.	H.		2	5	114	42	21	23	
North Tonawanda H. S.	H.		4	15	197	120	67	34	4
Northport H. S.	H.		3½	6	65	41	28	15	
Northside H. S., Corning	II.		5	13	156	104	59	36	3
Northville H. S.	H.		1	2	23	17	4	5	
Norwich H. S.	H.		4	12	157	112	91	45	6
Norwood H. S.	H.		1	5	44	28	14	12	5
Nunda H. S.	H.		1	5½	55	44	18	11	
Nyaek H. S.	H.		1	9	76	67	41	43	22
Oakfield H. S.	H.		2	1	16	26	15	15	
Oaksdale H. S., Peekskill	H.		1	7	83	57	26	37	
Ocean Side H. S.	II.		3½	5½	44	21	17	10	
Odessa U. S.	S.		1	3½	26	19	9	12	
Ogdensburg F. A.	II.		4	13	146	121	77	59	12
Olean H. S.	H.		8½	29	493	263	127	80	10
Oneida H. S.	H.		3	16	232	137	69	57	14
Oneonta H. S.	II.		3	18	167	145	101	60	16
Onondaga F. A., Onondaga Valley	H.		3½	5½	87	54	28	24	
Ontario H. S.	H.		4½	4½	35	13	24	8	
Orchard Park H. S.	II.		2½	4½	42	26	15	18	
Orient U. S.	S.		1½	1½	9	8	5		
Oriskany H. S.	H.		2½	2½	18	10	7	5	
Oriskany Falls H. S.	H.		1	2	31	7	7	9	
Oseola U. S.	J.		1		3	4			
Ossining H. S.	II.		3	15	192	100	66	37	
Oswegatchie U. S.	S.			1	3	3	1	1	
Oswego H. S.	H.		6	24	360	259	150	106	1
Otego H. S.	H.		1	2	11	6	12	6	
Otisville U. S.	J.		2	1	30	12	10	5	
Ovid H. S.	H.		1	3	31	27	20	11	1
Owego F. A.	H.		3	8	116	88	34	34	9
Oxford A. and U. S.	H.		3½	4½	34	30	14	16	6
Oyster Bay H. S.	II.		2	7½	117	39	20	15	2
Painted Post H. S.	H.		2½	5½	60	34	17	13	4
Palatine Bridge U. S.	S.		1	1	6	5	4	2	1
Palmyra Classical H. S.	H.		1½	6½	58	33	33	18	1
Panama U. S.	S.		1	2	12	11	11	4	
Parish H. S.	H.			4	29	29	19	9	1
Parishville U. S.	S.		1	1	2	5	13	6	
Parker H. S., Clarence	H.		4½	29	14	9	8	8	1
Patehogue H. S.	II.		13½	142	82	63	49	6	
Patterson H. S.	II.		1	2	8	7	8	3	

a H. =high school; S. =senior; M. =middle; J. =junior.

(continued)

teachers and pupils of high schools

Other pupils seated in academic department taking at least three-fourths academic work				AVERAGE DAILY ATTENDANCE			GRADUATES			ENTERING HIGHER INSTITUTIONS		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Colleges	Normal schools and normal colleges	Professional and technical schools
5	7	15	22	5	12	17						
	6	13	19	3	8	11						
4	17	29	46	13	27	40	1	15	16			4
	42	44	86	30	36	66	6	3	9	1		7
	28	26	54	21	18	39	1	7	8			1
	32	39	71	17	31	48	1	3	4		1	
	24	22	46	15	17	32	2	2	4			
	40	52	92	35	42	77	1	6	7	1		
15	100	100	200	84	89	173	9	8	17	1		
	219	218	437	176	168	344	20	14	34	16	3	9
	80	69	149	64	49	113	7	5	12	1	3	4
	167	191	358	146	181	327	9	21	30	5		11
	17	32	49	14	27	41		1	1			
	193	218	411	163	187	350	13	22	35	16	3	11
6	43	66	109	34	56	90	4	8	12	4	3	5
	54	74	128	46	63	109	3	9	12	2	1	2
4	117	136	253	105	119	224	16	24	40	8	3	1
7	31	48	79	27	39	66	4	10	14			
	97	106	203	79	85	164	21	16	37	4	1	6
	38	54	92	33	41	74	3	5	8	1	2	3
	26	40	66	21	32	53	1	9	10	1	1	2
	212	203	415	177	169	346	25	29	54	23	5	19
25	436	562	998	343	457	800	27	42	69	12	5	11
4	244	269	513	200	224	424	18	39	57	2	2	4
40	225	304	529	191	254	445	23	34	57	8	32	8
12	94	111	205	70	83	153	6	16	22	7		4
14	35	59	94	29	50	79	3	5	8	1	3	3
	46	55	101	36	52	88	8	10	18	3	3	4
	11	11	22	10	8	18						
	18	22	40	16	19	35	4	1	5			2
	18	36	54	12	28	40	2	5	7			2
4	188	207	395	156	171	327	19	22	41	9		2
37	431	482	913	339	400	739	35	71	106	9	56	12
	12	23	35	9	21	30						
4	29	32	61	23	28	51	2	3	5			1
	38	52	90	29	39	68	4	7	11	5	1	3
	121	160	281	96	129	228	13	21	34	4	1	14
17	47	70	117	37	59	96	5	4	9	4		3
	95	98	193	70	72	142	3	12	15		3	10
17	74	71	145	50	57	107	5	5	10	3	1	7
	8	10	18	4	7	11		1	1			
	61	82	143	51	69	120	8	8	16	4		3
	14	24	38	9	17	26		3	3			
5	38	54	92	30	46	76				2	2	1
3	14	15	29	13	13	26	4	2	6		1	
	33	28	61	26	20	46	1	2	6	1		
	157	185	342	129	151	280	21	25	46	11	6	5
8	14	20	34	11	14	25	1		1			

TABLE 5
Important statistics relating to

SCHOOL	TEACHERS		REGISTRATION					
	a Grade of school	Men	Women	First year	Second year	Third year	Fourth year	Special
Pavilion U. S.	S.	1	14	8	8	2	1	
Pawling H. S.	H.	1	3	31	24	11	15	3
Pearl River H. S.	H.	24	44	75	46	20	10	
Pelham H. S., Pelham Manor	H.	3	11	113	113	47	24	
Penfield U. S.	S.	1	1	6	5	3		
Penn Yan A.	H.	3	11	131	167	71	50	6
Perry H. S.	H.	4	7	87	54	45	10	1
Perryville U. S.	M.	1		4	5			
Peru H. S.	H.	1	2	17	13	17	9	
Peterboro U. S.	M.	1	1	6	10	4		
Phelps U. and Classical S.	H.		14	31	24	30	15	
Philadelphia H. S.	H.		24	17	11	6	8	1
Prailmont H. S.	H.	13	24	29	26	13	12	
Phoenix H. S.	H.		6	55	12	29	10	
Pierceland U. S.	S.	1	1	13	5	3	2	
Pier-on H. S., Sag Harbor	H.	14	50	52	34	24	15	
Pike Seminary H. S.	H.		12	9		4	5	1
Pine Bush U. S.	S.	1	2	19	10	11	5	
Pittsford H. S.	H.		50	47	36	15	20	
Plattsburg H. S.	H.	5	7	121	81	37	52	14
Pleasantville H. S.	H.	2	83	100	38	38	37	
Poland H. S.	H.	1	2	17	13	7	8	1
Pompey U. S.	S.		14	4	2	2	4	
Port Byron H. S.	H.	14	24	38	2	8	14	1
Port Chester H. S.	H.	5	22	247	115	117	106	2
Port Henry H. S.	H.		10	23	37	16	9	3
Port Jefferson H. S.	H.	2	4	57	11	17	10	3
Port Jervis H. S.	H.	3	11	141	113	65	49	4
Port Leyden H. S.	H.	1	2	22	13	7	9	
Port Washington H. S.	H.	3	6	98	48	2	17	
Portville H. S.	H.	24	3	57	23	6	14	1
Poughkeepsie H. S.	H.	16	30	483	306	242	233	12
Pulaski A. and U. S.	H.	1	61	62	52	38	28	
Pulteney U. S.	M.		2	1	7	4		
Pyrites U. S.	J.	1	1	7	8	2		
Randolph H. S.	H.	1	5	32	30	26	15	1
Raquette Lake U. S.	S.		23	5	1	2	4	
Ravena H. S.	H.	1	3	29	36	15	15	
Red Creek H. S.	H.		3	31	18	8	8	
Red Hook H. S.	H.	1	2	32	7	12	8	
Redfield U. S.	J.			6	4			
Redwood H. S.	H.	1	1	17	10	11	6	
Remsen H. S.	H.		2	10	10	8	4	
Rensselaer H. S.	H.	1	12	101	111	80	19	
Rensselaer Falls U. S.	S.	1	1	23	10	10		
Rensselaerville U. S.	M.		1	8	3	1	2	
Rhinebeck H. S.	H.		43	33	22	12	20	2
Riechburg U. S.	S.	1	13	5	6	6	3	
Riechfield Springs H. S.	H.		1	36	20	21	14	2
Richmond Hill H. S.	H.	33	57	745	854	425	224	13

a H. =high school; S. =senior; M. =middle; J. =junior.

(continued)

teachers and pupils of high schools

Other pupils seated in academic de- partment taking at least three-fourths academic work	PUPILS									ENTERING HIGHER INSTITUTIONS		
	AVERAGE DAILY ATTENDANCE			GRADUATES								
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Colleges	Normal schools and normal colleges	Professional and technical schools
7	12	19	6	9	15	1	1	1	2	1	1	1
30	34	84	25	43	68	1	15	19	2	1	1	1
70	81	151	51	60	111	1	5	12	1	2	6	6
148	149	297	132	123	255	15	9	24	16	1	2	2
1	13	14	9	9	9							
192	233	425	146	185	331	17	26	43	22	2	14	14
110	119	229	91	101	192	15	19	34	23	6	12	12
9	11	18	5	8	13							
24	32	56	21	28	49	4	5	9			3	3
8	19	28	8	17	25							
11	62	103	30	18	78	8	10	18	8	6	1	1
8	23	31	54	19	28	47	3	5	2	1		
40	34	74	33	28	61	6	5	11	1	1		
8	67	66	133	51	102	7	3	10	3		1	1
16	15	31	13	12	25	2		2	1			
59	66	125	43	54	97	5	7	12	5			
3	21	29	4	15	19		6	6	1			
22	23	45	19	20	39	1	4	5	1	1		
21	50	89	139	40	115	6	13	19	2	2	2	2
10	137	186	323	102	243	20	24	44	12	12	9	9
7	111	118	229	99	102	201	16	15	31	11	4	2
19	27	46	17	23	40	5	2	7	2	1	1	1
3	11	14	3	8	11	1	1	2	1			
11	47	52	99	36	79	5	9	14	2	2	4	4
290	295	585	224	239	463	45	48	93	12	2	11	11
45	46	91	37	35	72	5	8	13	1	1	7	7
5	58	103	36	51	87		7	7	2	1	1	1
8	189	221	410	151	326	20	28	48	1	5	4	4
23	29	52	21	24	45	1	5	6	2		3	3
81	102	183	71	86	157	6	10	16	1	1	7	7
50	51	101	42	42	84	8	6	14				
15	612	664	1 276	505	1 053	100	69	169	34	17	7	7
5	81	114	195	62	93	155	6	11	9	1	5	5
10	8	9	17	7	15							
2	53	53	106	46	94	7	7	14	5	4	13	13
2	8	6	14	7	12	2	2	1	2		2	2
12	48	59	107	38	82	5	5	10	1	1	13	13
8	27	46	73	19	58	1	6	7	3			
29	30	59	23	23	46	4	3	7	1	1		
4	6	10	3	5	8							
12	32	44	10	26	36	1	5	6	2			
6	19	38	14	15	29	3	1	1			1	1
140	201	341	115	173	288	14	28	42	19		2	2
13	30	43	10	20	30					1	9	9
1	3	15	2	10	12	1	2	3				
15	42	62	104	36	91	8	10	18		1	6	6
2	8	14	22	7	17		1	1				
7	51	49	100	43	84	8	6	11	3		3	3
1 461	1 800	3 261	1 075	1 283	2 358	78	75	153	16		25	25

TABLE 5
Important statistics relating to

SCHOOL	a Grade of school	TEACHERS		REGISTRATION				
		Men	Women	First year	Second year	Third year	Fourth year	Special
Richmondville H. S.	H.	1	2	11	13	14	6	
Richville U. S.	J.	1	1	18	9	10	6	
Ripley H. S.	H.	3	32	28	26	10	13	
Riverhead H. S.	H.	1	54	54	53	31	22	2
Rochester East H. S.	H.	60	65	863	932	770	501	
Rochester West H. S.	H.	31	42	95	713	508	388	48
Rome F. A.	H.	6	18	273	185	117	87	8
Roscoe H. S.	H.	2	3	43	22	8	10	1
Roslyn H. S.	H.		7	46	25	22	9	
Round Lake U. S.	S.	1	1	18	15	5	6	
Rouses Point H. S.	H.	2	1	9	10	11	5	3
Roxbury H. S.	H.	21	2	41	23	12	15	1
Rush U. S.	M.	3	13	6	9	2	4	
Rushford H. S.	H.	1	2	43	15	11	21	
Rushville H. S.	H.	1	2	25	23	13	11	
Rye H. S.	H.	31	31	37	40	34	14	
Rye Neck H. S., Mamaroneck	H.		6	45	41	23	16	
S. S. Seward Inst., Florida	H.		2	11	8	6	12	
Sackett H. S., Sackett Harbor	H.	1	2	14	13	14	9	
St Johnsville H. S.	H.	3	54	60	21	16	17	1
St Regis Falls H. S.	H.	3	2	16	19	9	9	
Salamanea H. S.	H.	5	13	120	140	77	10	6
Sandy Creek H. S.	H.	3	12	65	34	18	6	1
Saranac Lake H. S.	H.	1	9	120	53	38	29	9
Saratoga Springs H. S.	H.	3	15	192	122	97	72	
Sardinia U. S.	M.	1	1	7	8			
Saugerties H. S.	H.	1	6	71	51	29	26	
Saunders Trades S., Yonkers	H.	3	1	49	15	13	7	
Sauquoit H. S.	H.	1	14	15	12	13	3	
Savannah H. S.	H.	3	2	19	12	6	1	
Savona H. S.	H.	1	2	9	15	16	2	1
Sayville H. S.	H.	3	63	91	36	16	28	
Searsdale H. S.	H.	2	91	57	11	20	17	
Schaghticoke H. S.	H.	1	13	7	5	6	8	
Schenectady H. S.	H.	21	84	1 196	762	733	537	79
Schenenvus H. S.	H.	1	2	12	10	7	5	1
Schoharie H. S.	H.	3	2	20	15	10	10	
Schroon Lake U. S.	S.	1	1	4	10	1	3	
Schuyler Lake U. S.	S.	3	3	13	2	3		
Schuylerville H. S.	H.	3	4	41	33	26	15	
Scio H. S.	H.	2	2	10	6	4	1	
Scotia H. S.	H.	12	101	116	86	79	41	
Scott U. S., Homer	M.	1	1	8	7	6		
Scottsville H. S.	H.	11	16	17	14	4	4	
Sea Cliff H. S.	H.	3	31	27	21	13	9	1
Setauket U. S.	S.	3	21	14	13	6	1	
Seymour Smith A., Pine Plains	H.	3	2	9	18	6	6	1
Sharon Springs H. S.	H.	1	2	11	24	7	5	1
Shelter Island H. S.	H.	1	2	14	7	8	4	
Sherburne H. S.	H.	13	53	30	37	23	10	1

a H—high school; S—senior; M—middle; J—junior.

(continued)

teachers and pupils of high schools

	PUPILS			AVERAGE DAILY ATTENDANCE			GRADUATES			ENTERING HIGHER INSTITUTIONS		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Colleges	Normal schools and normal colleges	Professional and technical schools
.....	21	23	44	15	18	33	2	2	4	2	.....	.....
9	18	34	52	11	25	36	1	5	6	2	.....	.....
.....	39	38	77	23	26	49	6	8	14	.....	2	4
.....	83	79	162	74	68	142	10	8	18	6	1	2
.....	1 526	1 540	3 066	1 154	1 135	2 289	138	191	329	104	26	42
.....	851	901	1 752	639	706	1 345	84	128	212	86	52	82
.....	337	333	670	280	281	561	25	35	60	11	3	4
17	40	61	101	28	47	75	2	7	9	.....	.....	.....
9	45	66	111	37	56	93	.....	8	8	.....	2	4
.....	26	18	44	18	14	32	.....	3	3	.....	.....	.....
.....	17	21	38	12	17	29	1	4	5	2	1	4
.....	46	46	92	40	39	79	9	6	15	1	.....	1
.....	6	15	21	5	11	16	1	3	4	.....	.....	.....
.....	40	50	90	30	41	71	6	15	21	3	3	.....
.....	35	37	72	27	28	55	3	7	10	3	.....	2
.....	64	61	125	54	53	107	8	5	13	1	1	6
5	61	69	130	52	59	111	4	12	16	3	2	.....
1	21	17	38	16	15	31	1	2	3	2	.....	1
.....	25	25	50	19	21	40	1	4	5	1	2	2
.....	55	60	115	41	49	90	7	11	18	.....	.....	3
14	21	46	67	19	43	62	2	6	8	1	1	1
14	178	219	397	156	199	355	14	22	36	13	8	8
6	58	72	130	48	59	107	2	5	7	.....	.....	7
.....	117	132	249	91	111	202	11	18	29	12	3	6
.....	229	254	483	200	227	427	27	34	61	12	5	6
.....	4	11	15	3	6	9	.....	.....	.....	.....	.....	.....
.....	81	96	177	61	83	144	8	15	23	3	4	2
.....	84	.....	84	68	.....	68	4	.....	4	1	.....	.....
.....	17	26	43	14	20	34	.....	2	2	1	1	1
6	22	22	44	19	19	38	.....	.....	.....	1	1	3
.....	18	27	45	14	19	33	1	1	2	.....	.....	.....
3	87	87	174	57	59	116	13	15	28	1	.....	3
15	70	80	150	58	66	124	6	11	17	6	.....	.....
.....	10	17	27	9	15	24	1	6	7	1	1	2
7	1 578	1 736	3 314	1 136	1 202	2 338	107	175	282	101	37	68
.....	17	25	42	14	22	36	3	1	4	.....	2	1
3	20	38	58	16	26	42	1	6	7	.....	4	2
1	10	9	19	7	6	13	3	.....	3	.....	.....	2
.....	6	12	18	5	9	14	.....	.....	.....	.....	.....	.....
.....	44	71	115	32	59	91	1	9	10	3	2	1
.....	9	14	23	6	12	18	.....	.....	.....	.....	.....	.....
2	141	184	325	117	146	263	17	26	43	6	1	8
1	7	15	22	5	12	17	.....	.....	.....	.....	.....	.....
.....	28	23	51	20	22	42	1	3	4	.....	.....	1
.....	31	40	71	26	30	56	2	.....	8	3	1	2
.....	18	16	34	15	15	30	.....	1	1	2	.....	.....
4	18	26	44	15	24	39	3	3	6	.....	3	1
.....	24	24	48	18	19	37	3	2	5	.....	.....	5
.....	14	19	33	12	18	30	1	1	2	.....	.....	.....
16	37	63	120	44	50	94	1	6	7	.....	.....	4

TABLE 5
Important statistics relating to

SCHOOL	Grade of school	TEACHERS		REGISTRATION				
		Men	Women	First year	Second year	Third year	Fourth year	Special
Sherman H. S.	H.	23 ³ ₄	31	27	28	29	12	3
Sherrill H. S.	H.	12 ³ ₄	7	47	42	30	23	5
Shortsville H. S.	H.	11 ¹ ₂	31	28	25	11	7	
Sidney H. S.	H.	13 ³ ₄	6	33	78	12	18	
Silver Creek H. S.	H.	14 ³ ₄	6 ¹ ₂	70	66	50	16	5
Silver Springs H. S.	H.	2	2 ¹ ₂	17	11	4	7	
Sinclairville H. S.	H.	12 ¹ ₂	4	25	23	19	4	1
Skaneateles H. S.	H.	4	6 ¹ ₂	79	36	19	26	4
Skaneateles Falls U. S.	M.	2	1 ¹ ₂	9	6	6		
Sloan U. S.	J.		1	14				
Smithtown Branch H. S.	H.	1	4	27	30	16	16	
Smithville U. S., Smithville Flats	J.	1		2	9			
Smyma U. S.	S.	1	1	12	9	5		
Sodus H. S.	H.	12 ¹ ₂	4 ¹ ₂	41	30	25	16	
Solvay H. S.	H.	4	10	185	38	43	22	2
South Byron H. S.	H.	1	2	13	11	10	13	
South Dayton H. S.	H.	13 ¹ ₂	2 ³ ₄	26	31	13	14	2
South Glens Falls H. S.	H.	1	4	12	16	11	4	
South New Berlin H. S.	H.	3	13	18	9	3	4	1
South Otselic H. S.	H.	1	1 ¹ ₂	13	13	8	5	
South Park H. S., Buffalo	H.	11	43	723	321	186	147	14
South Side H. S., Rockville Center	H.	4	17	111	98	90	51	1
Southampton H. S.	H.	23 ¹ ₄	6	120	32	31	21	
Southold H. S.	H.	1	2	8	18	4	9	
Spencer H. S.	H.	1	2 ¹ ₂	26	17	17	9	2
Speneerport H. S.	H.	13 ¹ ₂	6	46	29	10	11	
Split Rock U. S.	S.	1	1	8	9	7	4	
Spring Valley H. S.	H.	2 ¹ ₂	10	131	87	59	36	
Springfield Center U. S.	S.	1	1	5	13	3	2	
Springwater U. S.	S.	3 ¹ ₄	2	13	5	3	6	
Staatsburg U. S.	J.	1	1	11	5			
Stamford Seminary and U. S.	H.	13 ³ ₄	21 ¹ ₂	39	16	24	15	
Stillwater H. S.	H.	1	2	13	19	13	13	
Stockton U. S.	M.	1	1 ¹ ₂	6	10	5	5	
Stony Brook U. S.	M.	1	1	4	4			
Stony Point H. S.	H.	1	2	6	7	8	2	
Stuyvesant H. S., N. Y.	H.	183 ³ ₄	19 ¹ ₂	2 648	1 608	1 049	940	
Suffern H. S.	H.	14 ¹ ₂	7	86	65	34	28	
Syracuse Central H. S.	H.	21	40	611	475	433	379	23
Tannersville H. S.	H.	1	3	19	15	9	9	
Tappan Zee H. S., Piermont	H.	2	3 ¹ ₂	24	28	16	16	1
Technical H. S., Buffalo	H.	22 ³ ₄	41	699	413	299	224	28
Ten Broeck F. A., Franklinville	H.	3	5 ¹ ₂	46	30	25	12	3
Textile H. S., N. Y.	H.	18 ¹ ₂	10 ¹ ₂					389
Theodore Roosevelt H. S., N. Y.	H.	24	36 ¹ ₂	1 044	533	295	26	
Theresa H. S.	H.		3	19	16	19	12	
Thornwood U. S.	J.	1	1 ¹ ₂	15				
Three Mile Bay U. S.	S.	1	1	21	8	6		
Tieconderoga H. S.	H.	2	7	64	55	27	25	3
Tioza Center U. S.	M.	1	1	12	3	2		

a H.=high school; S.=senior, M.=middle; J.=junior.

b Vocational pupils. Not reported by years.

(continued)

teachers and pupils of high schools

PUPILS												
Other pupils seated in academic de- partment taking at least three-fourths academic work				AVERAGE DAILY ATTENDANCE			GRADUATES			ENTERING HIGHER INSTITUTIONS		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Colleges	Normal schools and normal colleges	Professional and technical schools
4	44	51	95	34	42	76	3	17	20	1	.....	13
8	85	70	155	74	61	135	10	6	16	4	.....	9
.....	39	35	74	34	31	65	3	4	7	.....	.....	1
.....	71	90	161	55	76	131	4	10	14	3	1	1
.....	93	114	207	80	98	178	7	6	13	3	11	1
.....	15	24	39	13	19	32	4	3	7	.....	.....	.....
6	33	46	79	23	35	58	1	3	4	1	3	2
.....	72	92	164	55	79	134	5	11	16	3	5	3
9	15	15	30	10	13	23	.....	.....	.....	.....	.....	.....
.....	8	6	14	6	4	10	.....	.....	.....	.....	.....	.....
.....	34	49	83	29	41	70	.....	.....	.....	.....	.....	.....
12	10	13	23	7	11	18	.....	.....	.....	.....	.....	.....
.....	12	14	26	9	11	20	.....	.....	.....	.....	.....	.....
.....	61	51	112	45	48	93	2	6	8	5	3	5
.....	138	152	290	84	113	197	6	12	18	3	.....	.....
2	25	24	49	20	20	40	4	8	12	.....	4	1
2	43	45	88	36	31	67	7	4	11	.....	2	.....
.....	24	19	43	20	17	37	2	2	4	.....	.....	.....
.....	10	25	35	7	23	30	1	4	5	1	.....	1
.....	18	21	39	13	18	31	4	1	5	1	.....	.....
.....	665	726	1 391	570	614	1 184	47	81	128	26	21	13
2	167	189	356	135	151	286	16	30	46	7	5	5
2	96	110	206	68	79	147	5	14	19	3	2	4
2	17	30	47	14	25	39	3	6	9	.....	2	2
8	31	48	79	25	37	62	3	6	9	.....	1	.....
3	43	56	99	35	49	84	3	4	7	1	3	3
4	12	20	32	11	17	28	.....	4	4	.....	.....	.....
2	135	180	315	96	127	223	14	19	33	7	4	11
5	10	18	28	8	15	23	.....	2	2	.....	1	1
5	17	15	32	16	12	28	.....	2	2	.....	.....	2
.....	4	12	16	4	7	11	.....	.....	.....	.....	.....	.....
5	45	54	99	35	46	81	7	6	13	2	2	5
.....	20	38	58	17	32	49	.....	3	3	.....	.....	.....
.....	10	16	26	8	14	22	3	2	5	1	1	2
1	4	5	9	4	3	7	.....	.....	.....	.....	.....	.....
.....	9	14	23	7	10	17	.....	.....	.....	.....	.....	.....
6	245	.....	6 245	4 679	.....	4 679	671	.....	671	252	.....	254
4	97	120	217	73	97	170	10	6	16	5	2	5
.....	995	926	1 921	788	754	1 542	123	122	245	210	4	37
.....	23	29	52	22	26	48	3	6	9	1	.....	4
.....	41	44	85	31	34	65	3	4	7	1	1	4
1	434	229	1 663	1 062	175	1 237	118	12	130	10	8	55
.....	44	72	116	36	57	93	4	8	12	5	2	4
.....	807	582	1 389	378	279	657	.....	.....	.....	.....	.....	.....
.....	365	1 533	1 898	255	1 042	1 297	20	9	29	12	.....	.....
2	24	44	68	19	39	58	.....	3	3	2	.....	2
.....	8	7	15	7	6	13	.....	.....	.....	.....	.....	.....
.....	15	20	35	11	18	29	.....	.....	.....	.....	3	1
16	84	106	190	71	93	164	8	16	24	3	5	4
4	9	12	21	6	9	15	.....	.....	.....	.....	.....	.....

TABLE 5
Important statistics relating to

SCHOOL	a Grade of school	TEACHERS		REGISTRATION				
		Men	Women	First year	Second year	Third year	Fourth year	Special
Tivoli H. S., Madalin.....	H.	3 ⁴	2	16	14	5	5	.....
Tomkins Cove U. S.....	S.	.....	13 ⁴	9	14	6	2	.....
Tonawanda H. S.....	H.	3	13	164	138	60	39	1
Town of Webb H. S., Old Forge.....	H.	.....	4	17	17	9	12	3
Trenton U. S., Barneveld.....	M.	.....	2	8	4	.....	.....	.....
Troupsburg U. S.....	S.	1	1	17	10	9	8	.....
Troy H. S.....	H.	18	29	436	300	226	110	16
Trumansburg H. S.....	H.	12	61	42	48	21	13	3
Truxton U. S.....	S.	.....	12	11	8	4	.....	.....
Tully H. S.....	H.	.....	3	34	25	14	9	.....
Tupper Lake H. S.....	H.	2	4	57	34	28	14	1
Turin U. S.....	S.	1	1	11	8	4	1	.....
Tuxedo H. S., Tuxedo Park.....	H.	.....	5	32	13	15	6	.....
Unadilla H. S.....	H.	.....	4	33	31	14	10	.....
Unadilla Forks U. S.....	J.	1	.....	6	2	.....	.....	.....
Union-Endicott H. S., Endicott.....	H.	6	16	238	153	50	59	2
Union Springs H. S.....	H.	1 ¹	2	22	22	16	11	.....
Utica F. A.....	H.	24	42	874	482	267	263	4
Valatie H. S.....	H.	.....	2	24	9	5	6	.....
Valhalla U. S.....	J.	.....	2	26	.....	.....	.....	.....
Valley Falls H. S.....	H.	1	2	8	4	6	8	.....
Van Etten U. S.....	S.	1	2	27	12	2	5	.....
Varysburg U. S.....	J.	1	2	6	3	.....	.....	.....
Vernon H. S.....	H.	1	23	18	23	14	10	.....
Verona H. S.....	H.	1	13 ⁴	18	15	5	7	.....
Victor H. S.....	H.	1	5	46	24	15	14	.....
Waddington H. S.....	H.	1	2	24	27	13	5	.....
Wadleigh H. S., N. Y.....	H.	15	142 ¹	2 008	1 604	874	625	.....
Walden H. S.....	H.	1	9	97	41	30	23	4
Walton H. S.....	H.	3	13	105	92	56	60	32
Walworth H. S.....	H.	11 ¹	1	17	7	10	4	.....
Wappingers Falls H. S.....	H.	.....	4 ¹	70	14	22	5	.....
Warner H. S.....	R.	2	2	30	12	7	8	.....
Warrensburg H. S.....	H.	.....	3 ²	28	25	14	10	.....
Warsaw H. S.....	H.	2	9 ²	118	71	37	28	.....
Warwick Inst.....	H.	12 ²	43	45	37	18	16	1
Washington A., Salem.....	H.	.....	3 ¹	37	24	9	16	.....
Washington Irving H. S., N. Y.....	H.	24	195	2 759	2 185	1 539	308	.....
Washington Irving H. S., Tarrytown.....	H.	7	6	62	50	39	31	.....
Washingtonville U. S.....	S.	.....	2	12	6	9	.....	.....
Waterford H. S.....	H.	2	6	53	48	16	28	1
Waterloo H. S.....	H.	11 ¹	7 ¹	99	46	33	21	4
Waterport U. S.....	S.	1	14	6	9	3	4	.....
Watertown H. S.....	H.	3	35	389	299	250	157	3
Waterville H. S.....	H.	.....	5	56	19	14	13	.....
Watervliet H. S.....	H.	1	12	139	121	76	59	11
Watkins H. S.....	H.	11 ¹	5	56	50	27	30	7
Waverly H. S.....	H.	3	12	89	66	74	44	16
Waverly H. S. of Tuckshoe.....	H.	1	64	60	48	6	4	.....
Wayland H. S.....	H.	12	44	43	35	13	22	1

a H.=high school; S.=senior; M.=middle; J.=junior.

(continued)
teachers and pupils of high schools

PUPILS				AVERAGE DAILY ATTENDANCE			GRADUATES			ENTERING HIGHER INSTITUTIONS		
Other pupils seated in academic department taking at least three-fourths academic work	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Colleges	Normal schools and normal colleges	Professional and technical schools
12	17	25	42	13	22	35	3		3	1		
5	17	19	36	14	15	29						
	194	208	402	153	174	327	18	21	39	2	4	6
1	30	29	59	23	24	47	3	9	12	2		1
	6	6	12	4	2	6						
	18	26	44	12	20	32						
3	507	584	1 091	464	578	1 042	46	64	110	27		13
12	58	81	139	45	64	109	5	8	13	1		2
	12	11	23	10	8	18						
	30	52	82	24	45	69	4	8	12	5		
	61	73	134	51	60	111	4	9	13	5		2
	12	12	24	11	10	21						
	29	37	66	26	30	56	2	2	4		4	2
	39	49	88	33	33	66	2	12	14	2	2	6
	3	5	8	1	4	5						
2	249	255	504	196	209	405	22	26	48	5	2	5
3	31	43	74	25	36	61	1	5	6	1		1
100	966	1 024	1 990	814	860	1 674	105	106	211	64	3	14
	16	28	44	14	24	38	1	5	6		2	
11	14	23	37	10	19	29						
3	14	15	29	9	15	24	3	2	5			
	20	26	46	14	20	34	1	4	5			
2	7	9	16	1	5	6						
6	32	39	71	28	31	59	2	4	6		1	
	28	17	45	19	13	32	2	3	5	1		1
	47	52	99	38	45	83	6	5	11		4	6
3	34	38	72	25	31	56	2	3	5	1	1	1
	5 111	5 111		3 903	3 903			524	524	157	99	190
	85	117	202	70	91	161	9	12	21	3	4	4
5	132	218	350	100	169	269	6	29	35	4		12
	16	22	38	13	20	33	1	3	4	2	2	
	42	69	111	25	41	66	1	4	5		4	
4	29	32	61	20	25	45	2	4	6			
	25	52	77	21	44	65	2	4	6			
	91	163	254	74	135	209	11	17	28	8	4	13
	51	66	117	39	52	91	6	5	11	3	1	
	37	49	86	33	46	79	5	10	15	4	3	4
	6 791	6 791		4 918	4 918			246	246	4	91	183
	73	109	182	57	93	150	9	18	27	16	3	6
	13	14	27	9	11	20						
	63	83	146	55	70	125	10	13	23	1	1	7
2	92	113	205	74	103	177	5	16	21	5		6
	7	15	22	6	13	19	3	1	4			2
	511	587	1 098	394	456	850	62	59	121	22	5	14
	54	48	102	39	38	77	8	5	13	4		3
	187	219	406	155	191	346	23	28	51	17		11
7	82	95	177	80	70	150	16	18	34		5	17
5	139	155	294	113	134	247	19	20	39	4	4	6
	55	63	118	39	50	89	3	1	4	1		5
	55	61	116	44	53	97	10	8	18	2		3

TABLE 5
Important statistics relating to

SCHOOL	a (Grade of school)	TEACHERS		REGISTRATION				
		Men	Women	First year	Second year	Third year	Fourth year	Special
Webster H. S.	H.	24	63	77	60	26	30	5
Weedsport H. S.	H.	13	42	40	33	29	12	4
Wells H. S.	H.	1	2	9	12	3	2	
Wellsburg U. S.	M.	1	1	14	10			
Wellsville H. S.	H.	12	13	88	86	92	82	9
West Bloomfield U. S.	J.		1	10	4			
West Carthage H. S., Carthage	H.	14	22	19	17	13	8	1
West Chazy U. S.	J.		1	7				
West Hampton Beach H. S.	H.	1	32	30	31	17	9	
West Hebron U. S.	J.	1	1	9	9	5		
West Seneca U. S.	S.		32	34	22	11		
West Valley U. S.	J.	1	1	12	5	8	11	
West Winfield H. S.	H.	1	4	20	21	8	7	
Westbury U. S.	J.	2	34	32	14	9	5	2
Westfield A. and U. S.	H.	33	9	133	51	56	27	16
Westford U. S.	J.	1	1	5	9			
Westmoreland U. S.	S.	1	2	16	3	7	3	
Westport H. S.	H.	1	2	21	26	11	9	
White Plains H. S.	H.	18	26	478	236	165	116	8
Whitehall H. S.	H.	3	8	70	56	34	29	6
Whitesboro H. S.	H.	5	54	41	29	16	8	4
Whitesville U. S.	S.	1	14	11	7	8	4	
Whitney Point H. S.	H.	1	3	30	18	11	10	1
Williamson H. S.	H.	5	32	28	24	11	5	2
Williamstown U. S.	M.		2	15	14	3		
Williamsville H. S.	H.	1	35	61	24	11	12	
Willsboro H. S.	H.	1	22	17	11	14	12	
Wilson H. S.	H.	4	44	35	31	13	10	
Wilsonian H. S., Angelica	H.	1	47	47	14	18	11	
Windham H. S.	H.	1	2	27	13	4	8	
Windsor H. S.	H.	1	2	22	21	11	6	
Woestina H. S., Rotterdam Junction	H.	1	14	11	6	5		
Woodhull H. S.	H.	1	14	13	12	11	3	
Woodlawn U. S., Lackawanna	J.		1	9	4			
Woodmere H. S.	H.	12	42	29	23	12	12	2
Woodridge U. S.	S.	21	2	54	7	21	21	
Worcester H. S.	H.	11	31	14	16	13	9	
Yates H. S., Chittenango	H.	14	24	39	16	5	9	
Yonkers H. S.	H.	30	59	451	764	482	173	
Yorktown Heights U. S.	S.		34	11	9	6	4	
Youngstown U. S.	J.	1		11				
Youngsville Central Rural S.	J.	2	12	11	8	9		
Total, public high schools		3 176	6 396	105 342	69 110	43 251	26 544	2 999
SPECIAL SCHOOLS								
Hunter College (h. s. dep't), N. Y.	H.		63	45	590	455	338	
Milne H. S. (dep't of N. Y. State Coll. for Teachers), Albany	H.	1	5	74	63	10	29	1
N. Y. Inst. for the Education of the Blind	S.	1	21	10	5	6	3	
N. Y. State Sch. for the Blind, Batavia	H.	2	4	18	15	9	3	
Townsend Harris Hall (prep. dep't, Coll. of City of N. Y.)	H.	54		553	690	495		
Total, special schools		62	753	1 112	1 273	1 005	373	1

a H =high school, S=senior; M=middle; J=junior

(continued)

teachers and pupils of high schools

PUPILS

Other pupils seated in academic de- partment taking at least three-fourths academic work				AVERAGE DAILY ATTENDANCE			GRADUATES			ENTERING HIGHER INSTITUTIONS		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Colleges	Normal schools and normal colleges	Professional and technical schools
2	87	113	200	66	92	158	10	17	27	6	3	5
9	53	74	127	44	64	108	5	6	11	4	1	2
	6	20	26	5	15	20		2	2			
	9	15	24	6	13	19						
	159	198	357	130	179	309	24	31	55	15	1	4
	5	9	14	3	8	11						
1	26	33	59	24	28	52	2	6	8	1		3
4	7	4	11	5	4	9						
	36	51	87	33	40	73	4	5	9	1		1
	12	11	23	11	9	20					1	1
2	29	40	69	23	33	56				1	1	
11	15	32	47	12	28	40	4	7	11			
	18	38	56	13	30	43	1	4	5			3
	29	33	62	21	25	46		4	4	3		
	131	146	277	121	142	263	6	18	24	7	2	
3	7	10	17	3	7	10						
	13	16	29	12	12	24		2	2			
	30	37	67	20	25	45	4	5	9	4	3	3
	488	515	1 003	377	411	788	64	70	134	42	1	25
	87	108	195	70	106	176	12	16	28	5	2	6
5	50	53	103	41	44	85	1	2	3	3		
1	10	21	31	7	18	25		4	4	2		
2	32	40	72	24	32	56	1	9	10	1	1	4
	36	34	70	27	28	55	1	2	3	1		2
	11	21	32	8	14	22						
	55	53	108	43	43	86					4	3
11	24	41	65	19	39	58	4	7	11	2	3	
	33	56	89	26	49	75	2	8	10	4		3
	31	59	90	22	47	69	2	6	8			
	17	35	52	15	29	44	1	6	7			1
	26	34	60	22	29	51	3	3	6			1
17	22	17	39	14	18	32						
1	13	27	40	9	20	29	1	2	3	1		1
11	8	16	24	7	13	20						
	37	41	78	29	36	65	4	7	11			3
	54	49	103	40	34	74	9	9	18	2	1	3
11	29	34	63	23	28	51	3	6	9	2		2
	23	47	70	16	40	56	3	2	5			1
	1 394	1 479	2 873	1 111	1 202	2 313	102	107	209	70	12	60
	14	16	30	11	14	25	2	1	3			
4	4	11	15	3	8	11						
	16	12	28	13	10	23						
2 552	122 835	126 996	249 831	94 040	98 104	192 144	10 479	11 188	21 667	6 177	1 512	5 326
		1 840	1 840		1 405	1 405		212	212	210		
	71	136	207	55	118	173	7	18	25	11		3
	14	10	24	10	8	18						
	23	22	45	21	20	41				1		
	1 648		1 648	1 287		1 287						
..	1 756	2 008	3 764	1 373	1 551	2 924	7	230	237	222		3

TABLE 5
Important statistics relating to

SCHOOL	a	TEACHERS		REGISTRATION					
		Grade of school	Men	Women	First year	Second year	Third year	Fourth year	Special
HIGH SCHOOL DEPARTMENTS OF NORMAL SCHOOLS									
Brockport				5	104	94	48	44	
Buffalo				5	31				
Cortland			1	4					c107
Fredonia			6	8	34	41	73	42	
Geneseo			2	7	39	50	19	23	
New Paltz			2	2	38	34	32	19	
Plattsburg		b			10	10	5	1	
Potsdam			5	9	111	94	43	37	
Total, normal high schools			16	40	367	323	224	166	107
JUNIOR HIGH SCHOOLS									
Abraham Lincoln J. H. S. (171 B'klyn), N. Y. C.	J.			11	595				
Auburn J. H. S.	J.	3		21	358				
B. D. L. Southerland J. H. S. (3 Man.), N. Y. C.	J.			41	198				
Charles O. Dewey J. H. S. (136 B'klyn), N. Y. C.	J.	1		14	723				
Corlears J. H. S. (12 Man.), N. Y. C.	J.			11	538				
Edward Smith J. H. S., Syracuse	M.	2		6	97	54			
Elmer Ellsworth Inter. S. (159 Man.), N. Y. C.	J.			171	1 151				
Franklin K. Lane J. H. S. (85 B'klyn), N. Y. C.	J.	7		12	885				
Galvani J. H. S. (83 Man.), N. Y. C.	J.	31		31	641				
George W. Wingate J. H. S. (40 Man.), N. Y. C.	J.	11		21	226				
Humboldt J. H. S. (115 Man.), N. Y. C.	J.	1		71	437				
Intermediate S. (55 Bronx), N. Y. C.	J.	4		91	637				
Isaac S. Rensen J. H. S. (147 B'klyn), N. Y. C.	J.	5		6	580				
James K. Paulding J. H. S. (51 Bronx), N. Y. C.	J.	41		3	340				
Jefferson J. H. S., Rochester	J.	4		8	435				
Joan of Arc J. H. S. (93 Man.), N. Y. C.	J.			4	241				
John Eriesson J. H. S. (126 B'klyn), N. Y. C.	J.			71	362				
Julia Ward Howe J. H. S. (170 Man.), N. Y. C.	J.			91	528				
Lake J. H. S. (61 Bronx), N. Y. C.	J.	7		51	675				
Lincoln J. H. S., Syracuse	J.	3		2	114				
Lucy Larcom J. H. S. (141 B'klyn), N. Y. C.	J.			8	413				
Madison S., Syracuse	J.	1		3	119				
Mangin J. H. S. (97 Man.), N. Y. C.	J.	7		7	765				
Manhattanville J. H. S. (43 Man.), N. Y. C.	J.	2		7	435				
Matthew J. Elgas J. H. S. (69 Man.), N. Y. C.	J.	1		101	567				
Mount Morris Inter. S. (24 Man.), N. Y. C.	J.	4		1	407				
Nathan Hale J. H. S. (6 B'klyn), N. Y. C.	J.	2		8	359				
Patrick Henry J. H. S. (171 Man.), N. Y. C.	J.	5		9	864				
Paul Hoffman Inter. S. (45 Bronx), N. Y. C.	J.	31		6	587				
Porter J. H. S., Syracuse	J.	2		3	95				
Riverside J. H. S. (90 Man.), N. Y. C.	J.			9	434				
Rutherford J. H. S. (104 Man.), N. Y. C.	J.			7	478				
Seward Park Inter. S. (62 Man.), N. Y. C.	J.	191		35	2 172	828			
St Clair McKelway J. H. S. (178 B'klyn), N. Y. C.	J.	1		181	1 024				
Tottenville Inter. S. (4 Rich.), N. Y. C.	M.	2		1	114	83			

a H.=high school; S.=senior; M.=middle; J.=junior.

b Taught by normal school pupils.

c Not reported by years.

(continued)

teachers and pupils of high schools

Other pupils seated in academic de- partment taking at least three-fourths academic work	PUPILS			AVERAGE DAILY ATTENDANCE			GRADUATES			ENTERING HIGHER INSTITUTIONS		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Colleges	Normal schools and normal colleges	Professional and technical schools
	110	180	290	89	163	252	7	19	26	8	12	2
	8	23	31	8	19	27						
	39	68	107	36	61	97						
	92	98	190	82	89	171	16	19	35	5	16	8
	54	77	131	44	65	109	8	14	22	3	8	1
	44	79	123	31	57	88	5	9	14		5	1
	17	13	30	10	9	19	1		1			1
	114	171	285	101	151	252	6	22	28	4	38	8
	478	709	1 187	401	614	1 015	43	83	126	20	79	21
	295	300	595	182	185	367						
46	185	219	404	156	191	347						
		198	198		112	112						
	436	287	723	198	137	335						
		538	538		293	293						
5	72	84	156	62	75	137						
		1 151	1 151		697	697						
	453	432	885	302	294	596						
	641		641	350		350						
	226		226	133		133						
	130	307	437	77	183	260						
	411	226	637	248	126	374						
	580		580	368		368						
	276	64	340	177	54	231						
	234	201	435	161	135	296						
		241	241		131	131						
	182	180	362	105	110	215						
		528	528		313	313						
	397	278	675	209	142	351						
	69	45	114	62	40	102						
		413	413		191	191						
	56	63	119	42	50	92						
	765		765	472		472						
	435		435	266		266						
	350	217	567	226	130	356						
	407		407	245		245						
	187	172	359	122	106	228						
	864		864	509		509						
	314	273	587	200	163	363						
9	45	59	104	29	41	70						
		434	434		279	279						
		478	478		220	220						
1	634	1 366	3 000	1 015	871	1 886						
	515	509	1 024	325	284	609						
	103	94	197	66	56	122						

TABLE 5
Important statistics relating to

SCHOOL	a Grade of school	TEACHERS		REGISTRATION					
		Men	Women	First year	Second year	Third year	Fourth year	Special	
JUNIOR HIGH SCHOOLS (<i>concluded</i>) .									
Walton J. H. S. (30 Bronx), N. Y. C.....	J.	1 ²	13 ¹	491	222				
Washington J. H. S., Rochester.....	J.	4	14	629					
Wheelock S. (91 Man.), N. Y. C.....	J.		9	507					
Total, junior high schools.....		100	334 ¹	20 221	1 187				
Total, day high schools.....		3 354 ¹	6 846 ¹	127 042	71 923	44 483	27 083	3 107	
EVENING HIGH SCHOOLS, N. Y. C.									
Bay Ridge Evening H. S.....	H.	11	2	1 257	497	139	61		
Bronx Evening H. S.....	H.	15	4	858	333	256	135		
Brooklyn Evening H. S.....	H.	34		2 014	1 052	311	243		
Central Evening H. S.....	H.	5	6	1 077	907	431	173		
East Side Evening H. S. for Men.....	H.	41	1	1 157	852	497	208	68	
Eastern Evening H. S. for Men.....	H.	17	1	617	247	86	68	3	
Harlem Evening H. S. for Men.....	H.	25		2 134	787	397	85		
Harlem Evening H. S. for Women.....	H.	6	11	1 135	462	125	64		
Morris Evening H. S.....	H.	20	1	1 849	816	272	40		
New Lots Evening H. S., B'klyn.....	H.	13		1 823	576	130	45		
New York Evening H. S. for Men.....	H.	21	2	3 190	749	266	110	272	
New York Evening H. S. for Women.....	H.	4	12	1 409	702	795	167		
Seward Park Evening H. S.....	H.	620	18	1 150	681	340			
Washington Heights Evening H. S.....	H.	20	2	1 778	787	339	212		
Williamsburg Evening H. S. for Women.....	H.	8		549	499	438	65		
Total, evening high schools.....		260	60	21 997	9 947	4 822	1 676	343	

a H.—High school; J.—junior.

b Number of different teachers employed during year. School in session only 153 nights.

c Not including 844 pupils registered in Rochester Shop and Madison Junior Sch., Rochester, 171 pupils in Tottenville H. S. and 2595 pupils in junior high schools, N. Y. C., which have not been admitted to the University.

d Not including 3539 pupils registered in evening high schools, N. Y. C., which have not been admitted to the University.

(concluded)

teachers and pupils of high schools

PUPILS												
Other pupils seated in academic de- partment taking at least three-fourths academic work				AVERAGE DAILY ATTENDANCE			GRADUATES			ENTERING HIGHER INSTITUTIONS		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Colleges	Normal schools and normal colleges	Professional and technical schools
.....	301	713	1,014	250	502	752	.....	.....	.....	.....	.....	.....
.....	.....	328	629	.....	241	491	.....	.....	.....	.....	.....	.....
.....	.....	507	507	.....	308	308	.....	.....	.....	.....	.....	.....
60	10 563	10 905	21 468	6 557	6 660	13 217	.....	.....	.....	.....	.....	.....
2 612	135 632	140 618	276 250	102 371	106 929	209 300	10 529	11 501	22 030	6 419	1 591	5 350
.....	1 165	789	1 954	500	1 255	1 755	14	6	20	.....	.....	.....
.....	.....	1 582	1 582	.....	600	600	.....	31	34	.....	.....	.....
.....	3 620	.....	3 620	1 242	.....	1 242	121	.....	121	.....	.....	.....
.....	.....	2 588	2 588	.....	683	683	.....	35	35	.....	.....	.....
.....	2 158	624	2 782	1 264	166	1 430	80	9	89	.....	.....	.....
.....	1 021	.....	1 021	573	.....	573	.....	.....	.....	.....	.....	.....
.....	3 316	87	3 403	1 130	17	1 147	190	8	198	.....	.....	.....
.....	135	1 651	1 786	25	612	637	.....	64	64	.....	.....	.....
.....	2 949	28	2 977	780	2	782	69	.....	69	.....	.....	.....
.....	1 488	1 086	2 574	376	233	609	20	6	26	.....	.....	.....
.....	3 501	1 086	4 587	1 018	199	1 217	93	10	103	.....	.....	.....
.....	696	2 377	3 073	200	998	1 198	12	61	73	.....	.....	.....
.....	776	1 395	2 171	238	364	602	13	25	38	.....	.....	.....
.....	1 783	1 333	3 116	544	400	944	21	13	34	.....	.....	.....
.....	.....	1 551	1 551	.....	470	470	.....	93	93	.....	.....	.....
.....	22 608	16 177	38 785	7 920	4 999	12 919	633	364	997	.....	.....	.....

EXHIBIT E

PRIVATE ACADEMIES

	PAGE
Table 1 Total of statistics of academies.....	520
Table 2 Important statistics relating to teachers and pupils of academic departments of academies.....	522

TABLE I
Total of statistics of academies reporting to the University

	TOTAL
Number of academies.....	214
Number of buildings used for school purposes.....	361
SUMMARY OF PROPERTY	
Grounds.....	\$12 993 720
Buildings.....	24 281 037
Furniture.....	2 495 944
Apparatus.....	687 805
Library.....	836 051
Other property.....	13 397 090
Total property.....	\$54 601 647
Debts.....	5 615 925
Net property.....	\$49 075 722
LIBRARY	
Number of volumes.....	658 376
Number of volumes added during the year.....	26 938
TEACHERS	
Number of teachers, men.....	878½
women.....	2 203½
Average number of days school was in session.....	181
NUMBER AND CLASSIFICATION OF PUPILS	
No. under 5 years of age registered during the year, boys.....	104
girls.....	105
total.....	209
No. over 5 and under 18 years of age registered during the year, boys.....	34 673
girls.....	36 402
total.....	71 075
No. over 18 years of age registered during the year, boys.....	1 551
girls.....	968
total.....	2 510
No. previously registered in other public schools during year, boys.....	771
girls.....	650
total.....	1 430
Aggregate days attendance of pupils under 5 years of age, boys.....	11 024
girls.....	10 604
total.....	22 228
Aggregate days attendance of pupils over 5 and under 18 years of age, boys.....	5 490 600
girls.....	5 748 923
total.....	11 149 523
Aggregate days attendance of pupils over 18 years of age, boys.....	302 658
girls.....	213 848
total.....	516 506
Average daily attendance of pupils under 5 years of age, boys.....	66
girls.....	65
total.....	131
Average daily attendance of pupils over 5 and under 18 years of age, boys.....	30 160
girls.....	31 743
total.....	61 903
Average daily attendance of pupils over 18 years of age, boys.....	1 340
girls.....	827
total.....	2 176
No. of pupils completing 8th grade, boys.....	2 043
girls.....	2 259
total.....	4 293
RECEIPTS	
Balance on hand Aug. 1, 1922.....	\$747 509 ..
State aid.....	15 105 68
Tuition fees.....	4 441 254 58
Room rent, board and other receipts from pupils.....	3 589 410 92
Gifts and bequests.....	733 881 43
Received from investments.....	687 602 40
All other sources.....	2 747 546 73
Total receipts.....	\$12 962 310 74

TABLE I (concluded)

Total of statistics of academies reporting to the University

		TOTAL
EXPENDITURES		
General control:		
Salaries of president, clerks and office assistants.....		\$157 919 09
Other expenses of administration.....		71 295 58
Total.....		\$229 214 67
Instruction:		
Salaries of principal.....		\$319 478 51
Salaries of principal's clerk and office assistants.....		160 085 07
Other expenses of principal's office.....		57 239 89
Salaries of teachers.....	2	850 054 12
Text books.....		87 632 60
Other supplies used in instruction.....		105 135 88
Other expenses of instruction.....		87 303 ..
Total.....		\$3 666 929 07
Operation of plant:		
Wages of janitor and other employees.....		\$816 850 12
Fuel.....		571 211 44
Water, light and power.....		170 388 03
Janitor's supplies.....		65 598 75
Other expenses.....		229 384 24
Total.....		\$1 853 432 58
Maintenance of plant:		
Repair of buildings and upkeep of grounds.....		\$449 543 14
Repair and replacement of equipment.....		125 575 78
Other expenses.....		205 304 29
Total.....		\$780 423 21
Auxiliary agencies and sundry activities:		
Libraries.....		\$22 358 89
Repair and replacement of books.....		6 647 ..
New books (capital outlay).....		33 913 72
Expenses of boarding pupils.....	1	104 498 54
Expenses of boarding and caring for teachers.....		587 732 78
Recreation.....		107 915 79
Other expenses.....		246 771 87
Total.....		\$2 169 748 59
Fixed charges:		
Rent.....		\$130 418 04
Insurance.....		79 128 81
Taxes.....		66 672 39
Contributions and contingencies.....		58 021 05
Total.....		\$334 240 89
Debt service:		
Redemption of bonds or mortgages.....		\$228 195 97
Redemption of short term loans.....		990 411 46
Payment of interest on bonds or mortgages.....		295 970 31
Payment of interest on short term loans.....		70 147 93
Refunds (tuition and board or room rent).....		18 290 01
Total.....		\$1 603 015 68
Capital outlay:		
Land.....		\$57 628 05
New buildings.....		513 793 37
Alterations of old buildings.....		147 334 50
Equipment.....		142 598 04
Amount invested.....		621 061 30
Total.....		\$1 482 415 86
Total payments.....		\$12 119 420 55
Balance.....		842 890 19
Total payments and balance.....		\$12 962 310 74

TABLE

Important statistics relating to teachers and

ACADEMIES	b Grade of school	TEACHERS		REGISTRATION				
		Men	Women	First year	Second year	Third year	Fourth year	Special
A. M. Chesbrough Sem., North Chili	H.	4 ¹	6	34	16	11	24	52
A. of Mt St Ursula, Bedford Park	H.	9 ¹	128	110	52	38	.....	.....
A. of Our Lady of Good Counsel, White Plains	H.	7 ¹	25	20	9	10	.....	.....
A. of Our Lady of Lourdes, N. Y.	J.	4 ¹	12	13	8	5	.....	.....
A. of Our Lady of the Blessed Sacrament, Staple- ton	H.	.....	5	22	18	17	8	.....
A. of St Joseph, Brentwood	H.	17 ¹	45	24	21	24	19	.....
A. of the Holy Names, Albany	H.	9	40	35	40	18	.....	.....
A. of the Holy Names of Rome	H.	6 ¹	13	18	18	8	28	.....
Adelphi A., Brooklyn	H.	6 ¹	10 ¹	61	90	69	83	2
Albany Academy	H.	7	.....	41	31	29	15	.....
Albany A. for Girls	H.	.....	6 ¹	19	22	14	12	2
All Hallows Inst., N. Y.	H.	9 ¹	72	55	49	39	.....	.....
All Saints A., Manhattan	H.	.....	6 ¹	40	29	11	20	.....
Ascension S., N. Tonawanda	J.	.....	1	9	.....	.....	.....	.....
Assumption A., Utica	H.	5	.....	93	50	46	18	.....
Augustinian A. of Carthage	H.	1 ¹	3	32	25	15	16	.....
Barnard S. for Boys, N. Y.	H.	7 ¹	.....	27	20	16	14	.....
Barnard S. for Girls, N. Y.	H.	.....	6 ¹	21	18	20	18	.....
Berkeley Inst. for Young Ladies, Brooklyn	H.	1	9 ¹	29	23	25	21	11
Berkeley School, N. Y.	H.	7 ¹	1	8	16	12	14	3
Brantwood Hall S., Bronxville	H.	.....	6	12	17	10	9	.....
Brooklyn College, h. s. dep't.	H.	24 ¹	.....	251	202	155	126	.....
Buffalo A. of Sacred Heart	H.	1	9	59	79	31	25	1
Buffalo Seminary	H.	.....	15 ¹	139	30	27	30	33
Canisius College, acad. dep't, Buffalo	H.	21 ¹	.....	253	222	113	95	9
(The) Cascadilla School, Ithaca	H.	9	.....	5	13	33	22	9
Cathedral A., Albany	H.	.....	5 ¹	100	71	39	31	.....
Cathedral H. S., N. Y.	H.	21	10 ¹	268	165	71	52	.....
Cathedral School of St Mary, Garden City	H.	1	7 ¹	27	23	18	16	.....
Cazenovia Seminary	H.	4	.....	21	24	33	59	6
Champlain A., Port Henry	H.	.....	4 ¹	2	16	6	3	.....
Christian Bros. A., Albany	H.	10	.....	124	90	78	28	.....
Christian Bros. A., Syracuse	H.	8	1	93	58	86	45	.....
(The) Clark S., N. Y.	S.	5 ¹	4	4	7	15	29	.....
Clason Point Military A., Westchester	H.	13 ¹	.....	79	41	31	26	.....
College of Mt St Vincent, acad. dep't, N. Y.	H.	1	7 ¹	22	46	26	20	.....
College of St Francis Xavier, Xavier H. S., N. Y.	H.	24	.....	377	184	130	59	.....
Columbia Grammar S., N. Y.	H.	12	.....	30	30	26	31	.....
a Columbia Preparatory S., N. Y.	S.	.....	.....	.....	.....	.....	.....	.....
Concordia Coll. Inst., Bronxville	H.	11	.....	52	38	25	23	.....
Cook A., Montour Falls	H.	4 ¹	.....	43	32	21	23	.....
(The) Cutler School, N. Y.	H.	3 ¹	.....	5	5	4	4	.....
De La Salle Inst., N. Y.	H.	7 ¹	.....	143	74	50	51	.....
De Veaux S., Niagara Falls	H.	4 ¹	.....	12	7	7	5	.....
Dominican A., N. Y.	H.	.....	4 ¹	14	17	11	5	.....
Drew Sem. for Young Women, Carmel	H.	.....	9 ¹	17	26	31	26	8
Dwight S., N. Y.	H.	8 ¹	.....	29	47	45	46	17
Emma Willard S., Troy	H.	.....	21	28	39	90	60	6
Ethical Culture S., N. Y.	H.	8 ¹	11 ¹	71	66	42	43	13
(The) Father Leo Memorial S., Croghan	S.	.....	2	13	8	13	6	.....

a No report received.

b H = high school; S = senior; J = junior.

2

pupils of academic departments of academies

Other pupils seated in academies de- partment taking least three-fourths academy work	PUPILS									ENTERING HIGHER INSTITUTIONS		
	AVERAGE DAILY ATTENDANCE			GRADUATES								
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Colleges	Normal schools and normal colleges	Professional and technical schools
.....	54	83	137	49	79	128	6	6	12	8	.....	.....
.....	.....	328	328	.....	300	300	.....	32	38	12	.....	15
11	.....	75	75	.....	75	75	.....	10	10	8	.....	1
.....	.....	38	38	.....	29	29	.....	5	5	3	.....	.....
9	.....	74	74	.....	67	67	.....	8	8	4	1	1
14	.....	147	147	.....	129	129	.....	24	24	13	.....	14
.....	.....	133	133	.....	118	118	.....	18	18	.....	9	.....
6	.....	91	91	.....	77	77	.....	10	10	1	2	6
.....	102	203	305	85	166	251	16	44	60	29	2	9
.....	116	.....	116	105	.....	195	10	.....	10	19	.....	4
.....	.....	69	69	.....	58	58	.....	12	12	5	1	1
215	.....	215	213	.....	213	213	36	.....	36	21	.....	1
.....	100	100	.....	77	77	.....	20	.....	20	2	.....	11
5	4	.....	.....	3	.....	5	.....	.....	.....	.....	.....	.....
201	.....	201	153	.....	153	153	11	.....	11	5	.....	3
.....	32	50	82	29	47	76	5	5	10	1	3	2
77	.....	77	75	.....	75	75	12	.....	12	11	.....	.....
.....	.....	77	77	.....	74	74	.....	16	16	.....	.....	.....
.....	109	109	.....	68	68	.....	9	.....	9	3	.....	3
54	.....	54	51	.....	51	51	13	.....	13	13	.....	.....
.....	.....	48	48	.....	37	37	.....	9	9	1	1	2
734	.....	734	682	.....	682	682	65	.....	65	37	.....	4
.....	195	195	.....	175	175	.....	20	.....	20	2	2	4
2	.....	161	161	152	152	152	33	.....	33	21	1	12
.....	692	692	597	.....	597	597	67	.....	67	56	2	4
.....	82	.....	82	56	.....	56	20	.....	20	9	.....	14
76	165	241	65	139	204	7	18	.....	25	5	.....	4
131	455	586	125	403	528	.....	32	.....	32	.....	24	3
.....	84	84	.....	81	81	.....	13	.....	13	4	.....	4
86	57	143	74	56	130	22	24	.....	46	17	1	3
.....	6	15	21	4	12	16	3	.....	3	1	.....	.....
320	.....	320	271	.....	271	24	.....	.....	24	10	.....	8
282	.....	282	240	.....	240	43	.....	.....	43	10	.....	7
35	20	55	32	18	50	24	11	.....	35	35	.....	.....
180	.....	180	160	.....	160	18	.....	.....	18	9	.....	10
.....	.....	108	108	.....	97	97	.....	20	20	8	.....	3
750	.....	750	696	.....	696	59	.....	.....	59	.....	.....	.....
120	.....	120	120	.....	120	34	.....	.....	34	30	.....	4
138	.....	138	126	.....	126	18	.....	.....	18	12	.....	5
.....	84	35	119	82	33	115	17	.....	17	5	.....	.....
18	.....	18	12	.....	12	4	.....	.....	4	3	.....	.....
321	.....	321	246	.....	246	51	.....	.....	51	28	.....	5
31	.....	31	27	.....	27	5	.....	.....	5	4	.....	1
.....	47	47	.....	42	42	.....	8	.....	8	1	.....	3
.....	.....	96	96	.....	86	86	.....	18	18	7	1	2
184	.....	184	175	.....	175	28	.....	.....	28	25	.....	15
.....	223	223	.....	217	217	.....	62	.....	62	32	.....	.....
.....	100	135	235	89	117	206	17	23	40	26	.....	1
3	14	29	43	8	25	33	4	1	5	.....	.....	5

TABLE 2
Important statistics relating to teachers and

ACADEMIES	c Grade of school	TEACHERS		REGISTRATION				
		Men	Women	First year	Second year	Third year	Fourth year	Special
Female A. of Sacred Heart, Albany.....	H.	.....	8 ³	12	9	19	17	21
Female A. of Sacred Heart, N. Y.....	H.	.....	6 ³	22	15	16	11	.....
Female A. of Sacred Heart, Rochester.....	H.	.....	6 ³	25	16	18	13	.....
Fordham Univ., St John's College H. S.....	H.	20 ¹	.....	165	211	106	104	.....
Franklin S. of Buffalo.....	J.	.....	6	14	5	10	10	.....
Friends A., Locust Valley.....	H.	4 ¹	4	33	21	21	16	.....
a Friends Sem., N. Y.....	H.	.....	.....	.....	.....	.....	.....	.....
Garr Inst., Goshen.....	S.	.....	2	13	10	5	5	.....
Genesee Wesleyan Sem., Lima.....	H.	6	6 ¹	37	37	43	50	15
Glens Falls A.....	H.	4	3	17	12	8	14	8
Goodyear — Burlingame S., Syracuse.....	H.	.....	4 ¹	12	13	10	8	.....
Haekley S., Tarrytown.....	H.	9 ¹	.....	13	11	22	17	20
Hamilton Inst. for Boys, N. Y.....	H.	4 ¹	.....	6	8	10	11	10
a Hamilton Inst. for Girls, N. Y.....	H.	.....	.....	.....	.....	.....	.....	.....
Hartwick Sem., acad. dept.....	H.	4	.....	18	7	8	13	2
Hebrew Tech. S. for Girls, N. Y.....	J.	.....	38 ¹	383	302	.....	.....	.....
Holy Angels A., Buffalo.....	H.	.....	6 ¹	29	33	29	33	1
Holy Angels Collegiate Inst., Buffalo.....	H.	2 ¹	.....	2	8	5	9	8
Holy Cross Acad. of Manhattan, N. Y.....	H.	1 ¹	10 ¹	112	61	42	26	.....
Holy Cross Sch., Ogdensburg.....	J.	1	.....	19	12	.....	.....	.....
Holy Ghost Acad. Sch., Tupper Lake.....	H.	1 ¹	3	15	9	8	8	.....
Holy Trinity H. S., Brooklyn.....	H.	4 ¹	.....	55	30	17	10	.....
Hoosac School, Hoosick.....	H.	5	.....	18	10	10	5	.....
Horace Mann S., N. Y.....	H.	26	20	82	85	112	116	121
Houghton Wesleyan Methodist Sem.....	H.	6 ¹	3 ¹	50	28	15	15	70
Immaculate Conception S., Wellsville.....	M.	.....	2	25	7	.....	.....	.....
Immaculate Heart A., Watertown.....	H.	.....	3 ¹	24	22	13	10	.....
Immaculate Heart of Mary A., Buffalo.....	H.	.....	4 ¹	23	19	24	16	.....
Inst. of Sisters of St Joseph, Buffalo.....	H.	.....	7	80	58	41	21	.....
Kew Forest Sch., Forest Hills.....	H.	4	1	17	15	11	5	.....
(The) Knox School, Cooperstown.....	H.	9 ¹	.....	12	11	24	25	61
Lady Cliff A., Highland Falls.....	H.	.....	8 ¹	9	14	8	5	.....
a Lake Placid S., Lake Placid Club.....	H.	.....	.....	.....	.....	.....	.....	.....
La Salle A., N. Y.....	H.	10	.....	164	144	.....	.....	.....
La Salle Inst., Troy.....	H.	9 ¹	.....	82	67	66	58	.....
b Lowville Acad.....	H.	.....	.....	.....	.....	.....	.....	.....
Loyola S., N. Y.....	M.	5 ¹	.....	15	9	12	4	.....
McBurney S., N. Y.....	H.	11	.....	23	24	35	39	8
a (The) Mackenzie S., Monroe.....	H.	.....	.....	.....	.....	.....	.....	.....
Manhattan Coll., acad. dept, N. Y.....	H.	9	.....	92	72	69	41	.....
Marquand S. for Boys, Brooklyn.....	H.	8	.....	24	26	30	31	3
a Mary Immaculate A., Buffalo.....	H.	.....	7	41	36	9	12	.....
Mary Immaculate S. of Eagle Park, Ossining.....	J.	.....	2	6	2	.....	.....	.....
Marymount Sec. S., Tarrytown.....	H.	.....	8 ¹	25	25	28	22	.....
(The) Masters School, Dobbs Ferry.....	H.	.....	22 ¹	72	67	49	19	1
(The) Merici S. for Girls, New Rochelle.....	H.	.....	5	26	12	15	12	.....
a Miss C. E. Masons S., The Castle, Tarrytown.....	H.	.....	.....	.....	.....	.....	.....	.....
Montemare A., Lake Placid.....	H.	.....	6 ¹	4	5	8	6	.....
Most Holy Rosary H. S., Syracuse.....	H.	.....	7	60	35	34	26	30
Mt Assumption Inst., Plattsburg.....	J.	3 ¹	.....	21	11	5	6	.....

a No report received.
M.=middle; J.=junior.

b Data given under Lowville Union School.

c H.=high school; S.=senior;

(continued)

pupils of academic departments of academies

	PUPILS			AVERAGE DAILY ATTENDANCE			GRADUATES			ENTERING HIGH SCHOOL INSTITUTIONS		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Colleges	Normal schools and normal colleges	Professional and technical schools
		78	78		74	74		10	10	6	3	2
5		69	69		67	67		10	10	6		1
		72	72		71	71		13	13	4	1	
	586		586	493		493	50		50	21		17
		39	39		33	33		4	4	1		
	45	46	91	41	41	82	5	11	16	7		2
14	19	28	47	14	21	35	3		3	1		2
8	107	83	190	96	72	168	17	19	36	20	3	6
	26	33	59	23	25	48	10	4	14	6	2	2
		43	43		40	40		8	8	5		
	83		83	81		81	19		19	19		
	45		45	38		38	11		11	11		
	29	19	48	25	16	41	7	4	11			1
		685	685		667	667						
11		136	136		114	114		28	28	13	5	2
	32		32	30		30	9		9	8		
		241	241		193	193		26	26	12		9
	12	19	31	11	18	29						
5	16	29	45	16	28	44	5	3	8	4	2	4
	112		112	109		109	10		10	2		6
	43		43	41		41	4		4	4		1
101	309	308	617	266	288	554	37	53	90	74		5
	85	93	178	69	83	152	5	9	14			
	17	15	32	16	14	30						
5	27	47	74	19	38	57		10	10		1	2
		82	82		79	79		21	21	14	4	
		200	200		179	179		22	22	4	6	6
	15	33	48	13	28	41		3	3			
	1	132	133		128	128		25	25	4		4
		36	36		33	33		5	5		1	5
	308		308	262		262						
	273		273	261		261	55		55	22		9
	40		40	55		55	4		4	4		
	129		129	94		94	26		26	17		8
	274		274	239		239	31		31			
	114		114	87		87	15		15	9		4
		98	98		81	81		12	12	1	4	
6		14	14		11	11						
		100	100		90	90		22	22	20		2
		208	208		182	182		18	18	7		4
		65	65		64	64		12	12	3		4
		23	23		23	23		6	6	1		
	100	85	185	87	73	160	18	8	26	10		6
	43		43	37		37	6		6		1	1

TABLE 2
Important statistics relating to teachers and

ACADEMIES	c Grade of school	TEACHERS		REGISTRATION				
		Men	Women	First year	Second year	Third year	Fourth year	Special
Mt Mercy A., Buffalo.....	H.		8 ¹	46	22	24	31	
Mt Pleasant A., Ossining.....	H.	3		4	8	9	9	
Mt St Mary's A., Newburgh.....	H.		5	11	10	12	5	7
(The) Nardin A. of Buffalo.....	H.		8	46	54	39	25	1
Nazareth A., Rochester.....	H.		27 ¹	319	185	114	65	
N. Y. Coll. Inst.....	H.		4 ¹	6	8	10	10	
N. Y. Military A., Cornwall-on-the-Hudson.....	H.	17 ¹	2	48	67	49	53	1
Niagara Univ., acad. dep't.....	H.	10 ¹		30	35	25	31	2
Nichols S. of Buffalo.....	H.	12 ¹		39	40	39	48	8
Oakwood S., Poughkeepsie.....	H.	3 ¹	4 ¹	23	16	26	16	3
Our Lady of Victory A., Plattsburg.....	M.	1	3	11	8	5	5	
Our Lady of Victory S., Lackawanna.....	J.		2	27	31			
Our Lady of Wisdom A., Ozone Park.....	H.		7	93	45	31	20	
Paeker Coll. Inst., Brooklyn.....	H.	3	42 ¹	136	140	137	95	127
Palmer Inst-Starkey Sem., Lakemont.....	H.	5	3	19	18	12	7	
(The) Park S., Snyder.....	H.	2	7	10	10	12	4	
Pawling School, Pawling.....	H.	11		31	41	28	22	
Peekskill A.....	H.	8		35	28	23	21	1
Perpetual Help A., Buffalo.....	J.		2	43				
Philipse Manor S., Yonkers.....	H.		6 ¹	13	12	10	4	
Polytechnic Prep. Country Day S., Brooklyn.....	H.	21 ¹	3	107	101	59	63	
Queen of the Rosary A., Amityville.....	H.		3 ¹	21	9	3	3	
Raymond Rierden S., Highland.....	H.	2 ¹		23	16	21		
Regis H. S., N. Y.....	H.	23		273	165	131	115	
a Riverdale Country S., Riverdale, Bronx, N. Y.....	H.							
Rochester Catholic H. S.....	H.	11 ¹	10	239	154	97	89	
a Roger Ascham S., Scarsdale.....	H.							
b Round Lake Summer Inst.....	S.							
Rye Country Day Schools.....	H.	3 ¹	5	9	5	7	2	
Sacred Heart Acad. S., Cohoes.....	J.		1 ¹	3				
St Agnes Acad. S., College Point.....	S.		5 ¹	95	78	18	17	
St Agnes Acad. S., Rockville Center.....	J.		2 ¹	36				
St Agnes Female Sem., Brooklyn.....	H.		7	54	28	24	25	
St Agnes S., Albany.....	H.		9	19	17	27	17	
St Aloysius A., Rome.....	H.		5 ¹	32	28	16	11	4
St Angela's Hall A., Brooklyn.....	H.		7 ¹	67	63	41	34	
St Ann's A., Albany.....	H.		2 ¹	24	18	7	7	
St Ann's Acad. S., Hornell.....	M.		2	37				
St Ann's A., N. Y.....	H.	5 ¹		84	36	23	16	
St Ann's Acad. S. of Nyack.....	J.		1	10				
St Ann's Hermitage, Poughkeepsie.....	S.	5 ¹		24	21	14		
St Anthony's S., Syracuse.....	H.		8 ¹	15	12	9	13	8
St Augustine's Acad. S., Brooklyn.....	H.	4 ¹	7 ¹	164	91	58	72	104
St Augustine's Acad. S., Troy.....	J.		4 ¹	37	24	14	19	1
St Bernard's A., Cohoes.....	H.		5 ¹	46	45	26	31	
St Bonaventure's Coll. Acad. Dep't. Allegany.....	H.		17	35	27	39	42	5
St Catharine's A., N. Y.....	H.		7 ¹	44	44	45	13	
St Clara's Acad. S., East Aurora.....	J.	1	3	6				
St Clare's S., Mt Hope.....	H.		2 ¹	6	4	2		
St Elizabeth's A., Allegany.....	H.		8 ¹	21	20	20	16	5

a No report received.

b Data given under Round Lake Union School.

c H.=high school; S.=senior;

M.=middle; J.=junior.

(continued)

pupils of academic departments of academies

PUPILS												
Other pupils seated in academic de- partment taking at least three-fourths academic work				AVERAGE DAILY ATTENDANCE			GRADUATES			ENTERING HIGHER INSTITUTIONS		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Colleges	Normal schools and normal colleges	Professional and technical schools
1	30	121	121	29	109	109	9	28	28	4		2
		45	45		37	29		3	9	4		1
		165	165		144	144		25	25	13		9
		683	683		606	606		56	56	17	5	35
	34	34	34		30	30		6	6			2
2	218	218	218	191	191	191	41	41	41	12		13
	125	125	118		118	118	25	25	25	14		
	174	174	163		163	163	40	40	40	15		
	40	41	84	35	40	75	7	8	15	7	1	1
	3	26	29	3	21	21		1		4	3	3
	23	35	58	23	23	46						
		189	189		149	149		16	16	3		11
7		642	642		542	542		67	67	41		4
5	24	27	61	31	24	55	4	2	6	3		1
		36	36		30	30		4	4			
	122	122	116		116	116	22		22	21		
	108	108	95		95	95	20		20	13		2
	15	28	43	14	26	40						40
	39	39		31	31	31		4	4	12		
	330	330	303		303	303	56		56	50		
	36	36		30	30	30		3	3			
	60	60	57		57	57	17		17	8		1
	681	681	670		670	670	114		114	41		10
	579	579	468		468	468	24		24	3		6
	23	23		18	18	18		2	2	1		
2	1	3	2		2	2						
	52	156	208	45	140	185	5	7	12	3		6
	11	45	56	10	42	52						
		111	111		107	107		25	25	3		22
		80	80		68	68		8	8		1	4
	50	41	91	39	33	72	9	3	12		4	3
		208	208		173	173		23	23	8		4
	21	35	56	17	26	43	1	3	4			1
	17	20	37	16	19	35						
	159	159	132		132	132	6		6	1		1
	3	7	10	3	6	9						
	62	62	61		61	61		13	13	2		1
2		59	59		56	56		13	13	2		1
	125	364	489	114	285	399	22	31	53	20		21
	42	53	95	41	52	93		7	18			10
	51	97	148	18	88	136	12	19	31	3	2	33
	148	148	142		142	142	39		39			
		146	146		117	117		11	11	2		7
		3	3		2	2						
1	1	12	13	1	10	11						
5		87	87		87	87		16	16		3	7

TABLE 2
Important statistics relating to teachers and

ACADEMIES	a Grade of school	TEACHERS		REGISTRATION				
		Men	Women	First year	Second year	Third year	Fourth year	Special
St Faith's S., Saratoga Springs	H.		7	17	13	14	10	
St Francis A., Brooklyn	H.	19		299	140	68	52	
St Francis de Sales S., Geneva	H.	2	8	61	53	40	35	
St Francis de Sales S., Utica	J.		3	45	20	17	12	
St Francis Xavier's A., Brooklyn	H.	9		90	86	42	45	
St James A. of Brooklyn	H.		8	74	121	39	41	
St John's A. of Brooklyn	H.	30		242	222	140	82	
St John's A., Plattsburg	H.		4	29	34	22	4	
St John's A. of Rensselaer	H.		5	38	31	27	19	
St John's A. of Schenectady	H.		3	21	31	16	11	
St John's Catholic A., Syracuse	H.		3	58	42	18	6	1
St John's Military S., Manlius	H.	14		48	75	50	57	
St Joseph's Acad. S. of Batavia	S.		1	36				
St Joseph's Acad. Sch., Brasher Falls	S.		3	14	13	7	4	
St Joseph's Acad. Sch., Cohoes	J.		3		14	5	1	
St Joseph's A., Albany	H.		4	77	41	15	20	
St Joseph's A. of Malone	H.		4	46	18	6	8	
St Joseph's A., Niagara Falls	J.	1	1	17	6			
St Joseph's A., Schenectady	H.	14	3	56	28	21	27	
St Joseph's A., Troy	H.		6	72	41	16	25	
St Joseph's A. and Indus. Female Sch., Lockport	H.		7	33	19	14	11	
St Joseph's Collegiate Inst., Buffalo	H.	8	3	121	87	53	45	
St Joseph's Normal Inst., Poenantie Hills	H.	7		18	15	16	18	4
St Joseph's School, Amsterdam	J.		1	5	6			
St Lawrence A. of Manhattan	H.		5	38	24	18	14	
St Lucy's A. of Syracuse	H.		4	42	38	16	17	12
St Mary's Acad. S. of Olean	J.		1	23				
St Mary's A., Dunkirk	H.		6	48	42	34	21	
St Mary's A. of Glens Falls	H.		9	117	78	56	53	19
St Mary's A. of Hoosick Falls	H.	1	2	18	14	16	15	
St Mary's A. of Hudson	S.		4	32	15	13	10	2
St Mary's A. of Little Falls	H.		5	33	31	30	25	
St Mary's A., Ogdensburg	H.	1	5	47	39	24	21	29
St Mary's A., Strykersville	S.		3	10	10	9	8	
St Mary's A., Swormville	J.		1	10	6			
St Mary's A., Syracuse	H.		4	33	35	20	17	
St Mary's A., Troy	H.		4	53	14	9	19	
St Mary's Catholic Inst., Amsterdam	H.		7	54	53	26	21	
St Mary's H. S., Lancaster	H.		4	40	24	17	5	
St Mary's S. of Clayton	J.		1	11	7			
St Mary's S., Niagara Falls	J.		1	37				
St Mary's Sem., Buffalo	H.		5	19	20	19	8	
St Patrick's A. of Binghamton	H.		5	54	30	21	23	5
St Patrick's A., Catskill	H.		3	9	9	15	7	
St Patrick's A. of Troy	H.		2	7	14	8	6	
St Patrick's A., Watervliet	H.		6	46	56	14	21	
St Patrick's S., Buffalo	J.		1	14				
St Paul's A. of Oswego	J.		1	42				
St Peter's A., Troy	H.		4	23	40	13	15	
St Peter's H. S., New Brighton	H.	5	6	111	75	32	27	

a H.=high school; S.=senior; J.=junior.

(continued)
pupils of academic departments of academies

Other pupils seated in academic de- partment taking at least three-fourths academic work	PUPILS			AVERAGE DAILY ATTENDANCE			GRADUATES			ENTERING HIGHER INSTITUTIONS		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Colleges	Normal schools and normal colleges	Professional and technical schools
.....	54	54	44	44	44	44	4	4	4	5	.....	.....
559	559	413	413	29	13	18	29	31	11	21	.....	2
92	119	211	85	106	83	191	13	9	9	3	.....	2
.....	94	94	260	260	260	260	42	42	7	.....	27	.....
.....	263	263	271	271	271	271	35	35	35	38	.....	35
.....	275	275	556	556	556	556	58	58	58	38	.....	3
686	686	89	26	34	60	1	3	4	.....	.....	.....	.....
36	53	89	26	34	60	1	3	4	.....	.....	.....	.....
31	84	115	29	78	107	3	16	19	4	.....	.....	.....
.....	79	79	73	73	73	11	11	11	4	.....	5	.....
.....	87	125	30	74	104	.....	.....	.....	3	.....	10	.....
230	230	215	215	215	215	53	53	33	.....	.....	2	.....
20	16	36	15	12	27	.....	.....	.....	.....	.....	.....	.....
8	30	38	7	26	33	.....	4	4	.....	3	.....	.....
7	13	20	7	13	20	.....	1	1	.....	.....	5	.....
.....	63	90	153	42	71	113	4	16	20	1	.....	1
18	60	78	13	48	61	1	7	8	3	.....	3	.....
12	18	30	13	17	30	.....	.....	.....	.....	.....	.....	.....
71	61	132	63	57	120	17	10	27	3	.....	3	.....
4	59	99	158	47	76	123	5	18	23	3	.....	5
2	79	79	68	68	68	.....	11	11	.....	3	.....	.....
306	306	268	268	268	268	31	31	14	1	7	.....	.....
71	71	60	60	60	60	16	16	4	.....	.....	.....	.....
4	7	15	7	8	15	.....	.....	.....	.....	.....	.....	.....
.....	91	94	80	80	80	.....	14	14	6	.....	5	.....
.....	40	85	125	35	75	110	9	9	18	3	.....	11
2	13	12	25	11	23	.....	.....	.....	.....	.....	.....	.....
73	73	146	54	61	115	7	10	17	.....	.....	.....	.....
150	173	323	122	142	264	27	34	61	2	26	.....	.....
24	39	63	19	33	52	1	14	15	.....	2	2	.....
.....	35	72	28	32	60	4	6	10	4	2	.....	.....
52	67	119	45	59	104	5	11	16	1	.....	.....	.....
74	86	160	60	78	138	13	15	28	3	13	.....	.....
14	23	37	13	21	34	2	6	8	.....	.....	.....	.....
3	10	9	7	8	15	.....	.....	.....	.....	.....	.....	.....
.....	18	87	105	17	83	100	1	16	17	.....	.....	.....
17	78	95	15	73	88	.....	19	19	.....	.....	.....	.....
73	81	154	73	59	132	13	7	20	8	3	5	.....
43	43	86	38	36	74	4	2	6	2	.....	1	.....
6	12	18	5	10	15	.....	.....	.....	.....	.....	.....	.....
.....	16	37	16	18	34	.....	.....	.....	.....	.....	.....	.....
.....	66	66	58	58	58	.....	7	7	3	.....	2	.....
57	76	133	52	71	123	7	13	20	3	3	8	.....
4	20	44	13	20	33	1	2	3	.....	.....	1	.....
.....	25	35	31	31	31	.....	5	5	.....	.....	.....	.....
54	83	137	42	74	116	7	13	20	7	2	6	.....
6	8	14	5	8	13	.....	.....	.....	.....	.....	.....	.....
19	23	42	17	11	25	.....	.....	.....	.....	.....	.....	.....
33	58	91	27	48	75	4	11	15	2	2	5	.....
101	144	245	92	137	229	15	10	25	.....	.....	.....	.....

TABLE 2
Important statistics relating to teachers and

ACADEMIES	d Grade of school	TEACHERS		REGISTRATION				
		Men	Women	First year	Second year	Third year	Fourth year	Special
Saints Peter and Paul's H. S., Jamestown.....	J.	.....	12	22	19	.....	.....	.....
Saints Peter and Paul's S., Hamburg.....	M.	.....	12	19	10	.....	.....	2
Saints Peter and Paul's S., Williamsville.....	M.	.....	12	13	13	14	.....	.....
St Rose S., Lima.....	M.	.....	11	.....	.....	.....	.....	.....
St Saviour's S., Brooklyn.....	S.	.....	7	58	61	40	25	.....
St Walburga's A., N. Y.....	H.	.....	6	29	27	11	11	.....
a Sallaz Acad. S., Redford.....	J.	.....	2	3	5	15	1	.....
Scarborough S.....	H.	.....	.....	.....	.....	.....	.....	.....
(The) Scudder S. for Girls, N. Y.....	H.	.....	17	9	13	25	17	.....
Seton A., Yonkers.....	H.	.....	5½	39	28	12	19	.....
b Sherman Collegiate Inst., Moriah.....	H.	.....	.....	.....	.....	.....	.....	.....
Sherwood Select S. of Sherwood.....	S.	2	2	24	12	1	5	1
Silver Bay S.....	H.	8½	.....	27	17	16	11	.....
Staten Island A., New Brighton.....	H.	2½	4	26	16	22	9	.....
a Stony Brook S. for Boys.....	H.	.....	.....	.....	.....	.....	.....	.....
(The) Storm King S., Cornwall-on-the-Hudson...	H.	8	.....	20	13	29	27	.....
Susan Fenimore Cooper Founda. S., Cooperstown.	M.	1	1½	10	13	.....	.....	.....
Tahaudical A., N. Y.....	H.	15½	.....	97	52	50	38	8
Trinity S., N. Y.....	H.	10	.....	49	32	28	21	.....
c Union A. of Belleville.....	H.	.....	.....	.....	.....	.....	.....	.....
Ursuline A., N. Y.....	H.	.....	5½	33	32	24	22	2
Ursuline A. of the Sacred Heart, Middletown....	S.	.....	7½	24	11	8	7	.....
Utica Catholic A.....	H.	.....	4	34	36	17	18	.....
Utica Country Day S.....	H.	.....	3½	11	13	5	1	.....
Villa Maria A., N. Y.....	H.	.....	4½	32	14	11	8	.....
Vinecentian Inst., Albany.....	M.	1	12	51	35	.....	.....	.....
Wagner Memorial Lutheran Col., Staten Island..	H.	9	.....	16	11	8	12	.....
Woodmere A.....	M.	5½	1	14	12	5	.....	.....
Total.....	.....	727	970½	10 668	8 045	5 471	4 486	989
Knights of Columbus Evening H. S., New York..	H.	16	.....	185	109	50	30	.....

a No report received.

b Data given under Moriah Union School.

c Data given under Belleville High School.

d H.=high school; S.=senior; M.=middle; J.=junior.

(concluded)

pupils of academic departments of academies

PUPILS												
Other pupils seated in academic de- partment taking at least three-fourths academic work				AVERAGE DAILY ATTENDANCE			GRADUATES			ENTERING HIGHER INSTITUTIONS		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Colleges	Normal schools and normal colleges	Professional and technical schools
	25	16	41	22	14	36						
	16	15	31	14	12	26						
	24	16	40	23	15	38						
	6	5	11	6	5	11						
		187	187		180	180		10	10	2		6
		81	81		70	70		11	11	1	1	3
	6	18	21	3	13	16		1	1			
		64	64		52	52		12	12	3		5
		98	98		79	79		19	19	5		5
	27	19	46	21	16	37	3	2	5			2
	74		74	71		71	11		14	12		
	31	42	73	26	34	60	4	5	9	6	1	
	89		89	81		81	25		25	17		
	7	16	23	7	14	21						
	245		245	227		227	26		26	18		8
	130		130	121		121	17		17	20		
		111	111		103	103		22	22	4		7
	11	44	55	9	35	44	2	5	7	3		3
		105	105		92	92		18	18	1		3
	5	25	30	5	23	28		1	1			
		65	65		57	57		8	8	3		1
	28	58	86	24	55	79						
	48		48	46		46				9		
	15	16	31	14	15	29						
243	15 468	14 434	29 902	13 593	12 741	26 334	1 905	1 829	3 734	1 527	137	816
	336	38	374	280	32	312						

EXHIBIT F

EXHIBIT F

SUMMARY OF ENROLMENT BY SUBJECTS

	PAGE
Table 1 High schools.....	536
Table 2 Academies.....	539

	595	579	538	559	562	604	620	17 008	15 688	13 010	14 805	16 047	19 020	30 031
Physics.....	207	253	252	269	288	305	323	12 412	10 805	10 527	12 570	18 160	16 765	20 781
Chemistry.....	634	658	681	701	754	771	808	49 818	42 010	41 290	41 158	59 658	64 170	67 468
Biology.....	117	76	56	36	21	24	16	2 358	1 852	1 978	709	517	796	1 195
Elementary botany.....	52	46	28	20	15	15	12	1 853	1 446	1 706	639	246	874	3 046
Elementary zoology.....	139	100	84	62	63	48	31	16 029	35 069	30 638	32 999	42 922	43 330	34 662
Physiology and hygiene.....	14	14	9	11	6	5	5	506	437	30	286	431	529	213
Advanced botany.....	6	5	4	5	2	1	3	183	239	106	123	167	106	167
Advanced zoology.....	175	189	103	172	158	158	149	6 215	5 939	4 453	4 309	4 601	4 687	4 896
Physical geography.....	69	58	56	50	11	11	11	4 109	2 187	2 203	2 055	734	.....	.....
Ancient history, 3 hours.....	540	560	510	528	120	.....	.....	15 401	15 415	12 142	13 391	2 123	.....	.....
History of Great Britain and Ireland, 3 hours	48	33	38	25	8	.....	.....	2 387	1 241	1 497	352	350	.....	.....
History of Great Britain and Ireland, 5 hours	374	336	293	267	31	.....	.....	5 093	5 093	3 494	4 336	300	.....	.....
Modern history 1.....	50	62	64	72	47	.....	.....	13 751	11 309	10 702	13 343	7 174	.....	.....
Modern history 2.....	56	52	61	61	31	.....	.....	8 379	7 526	9 104	10 025	4 875	.....	.....
Major sequence in history, A.....	.....	.....	.....	.....	515	628	662	.....	.....	.....	.....	15 015	26 597	32 958
Major sequence in history, B.....	.....	.....	.....	.....	181	349	374	.....	.....	.....	.....	7 103	22 581	30 685
American history with civics.....	597	611	615	604	611	605	.....	19 199	19 111	19 496	21 841	28 953	29 347	.....
Minor sequence in history, 1st year.....	.....	.....	.....	.....	729	739	742	1 316	1 809	34 456	50 211	60 868	76 339	85 585
Economics.....	52	48	40	66	92	121	144	3 085	2 843	2 617	7 029	10 388	11 444	13 599
Elementary bookkeeping and business practice.....	393	284	271	253	277	390	311	18 320	20 842	22 388	21 588	31 001	34 780	.....
Advanced bookkeeping and office practice.....	121	127	117	136	145	146	169	6 784	5 520	5 538	8 335	9 803	14 451	14 000
Commercial arithmetic.....	282	279	273	269	315	337	370	21 010	21 369	20 354	17 403	22 581	24 435	26 302
Commercial law.....	91	88	75	80	89	99	121	3 480	3 098	2 621	2 754	4 731	4 849	5 576
Commercial geography.....	233	268	224	220	235	253	293	7 183	7 665	5 806	7 991	11 283	12 587	.....
Commercial English and correspondence.....	105	117	110	87	111	126	147	3 010	3 947	4 173	2 505	8 553	11 773	9 479
Business writing.....	256	251	256	245	279	258	201	19 934	23 000	19 155	17 012	19 931	16 511	14 741
Shorthand 1.....	106	207	216	227	252	264	288	11 808	14 358	12 382	12 941	18 637	23 441	22 210
Shorthand 2.....	129	135	142	160	177	187	203	4 627	5 432	5 325	6 517	8 958	12 388	10 555
Typewriting.....	202	212	216	232	272	279	305	18 309	21 597	24 868	28 476	30 274	40 091	40 091
Typewriting design.....	408	440	412	497	424	377	397	29 189	31 269	38 476	39 274	35 401	39 579	38 913
Elementary representation.....	511	491	456	397	434	432	447	34 030	32 271	30 831	27 423	38 035	47 650	53 213
Elementary drawing.....	176	164	138	130	122	110	103	5 066	5 343	3 159	3 090	4 221	5 133	2 292
Intermediate mechanical drawing.....	264	254	249	235	243	245	244	11 262	12 449	10 131	10 880	12 630	10 979	15 210
Advanced mechanical drawing.....	79	83	82	81	96	97	132	4 099	3 979	4 541	6 186	7 331	6 976	9 551
Art history.....	2	5	5	6	13	5	.....	18	135	117	146	322	87	.....
Chorus singing and rudiments of music.....	231	216	204	226	243	238	271	53 714	52 729	41 362	52 066	58 817	47 195	46 122
Dictation and melody writing.....	35	49	42	35	37	50	89	2 827	5 285	3 409	1 411	2 549	7 139	5 139
History of music and appreciation.....	6	16	10	20	28	31	41	1 102	509	1 437	959	673	6 342	3 617
Elementary harmony.....	12	11	14	21	27	36	42	3 388	1 666	978	591	642	1 759	10 319
Advanced harmony and counterpoint.....	3	3	4	6	8	1	.....	41	997	40	117	144	22	.....
Musical form and analysis.....	4	.....	.....	5	5	3	.....	576	2 638	357	376	153	293	.....

1 For 1922, American history with civics became Course C in either major or minor sequence.

TABLE I (concluded)
Summary of enrolment by subjects
HIGH SCHOOLS

	SCHOOLS						PUPILS							
	1917	1918	1919	1920	1921	1922	1923	1917	1918	1919	1920	1921	1922	1923
Orchestral practice.....	51	61	73	83	94	118	124	1 016	1 730	1 708	2 215	2 846	3 491	3 795
Joinery.....	61	65	64	70	75	73	...	5 421	5 845	6 112	6 133	5 496	5 424	...
Woodturning, pattern making.....	26	29	36	30	42	38	97	2 497	2 406	2 093	3 117	4 908	4 308	11 061
Machine shop practice.....	10	24	18	22	28	26	31	831	1 068	1 139	1 422	2 232	1 909	2 133
Printing.....	...	...	...	...	...	15	20	...	...	...	...	...	548	668
Electric work.....	...	...	...	...	...	11	12	...	...	...	...	...	851	630
Automobile work.....	...	...	...	...	...	6	22	...	...	...	...	...	105	362
Sheet metal work.....	...	...	...	...	...	12	14	...	...	...	...	...	177	1 149
Agriculture 1.....	58	66	49	57	54	65	58	539	761	813	725	628	693	491
Agriculture 2.....	46	43	38	38	50	47	40	392	362	409	267	490	308	308
Agriculture 3.....	36	33	32	37	46	50	47	212	193	226	228	466	260	235
Agriculture 4.....	24	30	26	19	35	29	42	111	140	210	87	223	148	177
Homemaking 1.....	130	153	159	149	167	...	...	10 772	7 333	8 877	9 012	11 360	...	...
Homemaking 2.....	85	114	110	106	134	...	...	2 240	2 172	3 309	2 602	5 772	...	...
Homemaking 3.....	72	90	81	100	87	...	...	1 071	1 369	1 269	2 200	2 445	...	...
Homemaking 4.....	31	50	29	46	49	...	...	292	289	278	560	964	...	...
Homemaking 1 & 2.....	...	...	...	...	...	111	118	...	...	...	...	...	6 611	4 081
Homemaking 3 & 4.....	...	...	...	...	...	69	86	...	...	...	...	...	1 135	1 073
Homemaking 5 & 6.....	...	...	...	...	...	37	34	...	...	...	...	...	207	346
Homemaking 7 & 8.....	...	...	...	...	...	17	37	...	...	...	...	...	267	288
Home economics 1 (sewing).....	...	...	...	...	...	105	87	...	...	...	...	...	9 091	4 195
Home economics 2 (dressmaking).....	...	...	...	...	...	33	62	...	...	...	...	...	3 576	2 826
Home economics 3 (foods & cooking).....	...	...	...	...	...	83	36	...	...	...	...	...	4 195	1 395
Home economics 4.....	...	...	...	...	...	24	...	...	...	...	...	...	...	1 172
Home economics 5.....	...	...	...	...	...	...	5	...	...	...	...	...	...	96
Home economics 6.....	...	...	...	...	...	...	7	...	...	...	...	...	...	219
Home economics 7.....	...	...	...	...	...	...	4	...	...	...	...	...	...	95
Home economics 8.....	...	...	...	...	...	...	22	...	...	...	...	...	...	121
General science.....	12	14	25	37	41	34	60	693	1 302	4 395	6 171	10 937	9 094	13 118

¹ These courses indicate a new classification for 1922 and 1923, not previously appearing.

TABLE 2
Summary of enrolment by subjects
ACADEMIES

	SCHOOLS						PUPILS							
	1917	1918	1919	1920	1921	1922	1923	1917	1918	1919	1920	1921	1922	1923
English 1.....	188	189	191	195	205	212	219	5 522	6 436	6 700	7 424	12 975	9 181	9 939
English 2.....	184	184	183	185	190	198	203	4 314	4 334	4 707	5 427	5 863	6 401	7 521
English 3.....	179	172	174	177	186	191	196	3 107	3 298	3 615	3 928	4 277	4 788	6 066
English 4.....	168	168	171	173	180	187	185	2 665	2 637	2 992	3 161	3 584	4 048	4 268
English grammar.....	128	123	130	125	130	125	130	3 957	3 607	3 828	4 071	5 702	5 821	5 551
History English language and literature.....	45	41	43	49	38	48	45	1 011	1 085	812	1 961	899	2 408	1 768
Latin 1.....	175	177	175	184	187	201	188	4 895	4 927	5 297	5 995	6 770	8 206	8 311
Latin 2.....	168	166	166	172	174	184	198	3 008	3 295	3 472	3 843	4 460	5 120	5 847
Latin 3.....	139	145	137	143	156	165	165	1 561	1 828	1 828	2 229	2 370	2 651	3 039
Latin 4.....	109	107	104	110	113	119	130	1 088	1 138	1 039	1 302	1 428	1 424	1 739
Greek 1.....	36	28	29	30	33	30	30	752	808	809	792	1 159	942	1 066
Greek 2.....	38	28	22	20	22	28	27	492	528	491	601	581	635	762
Greek 3.....	20	20	17	18	14	11	11	301	349	346	388	394	413	.....
French 1.....	140	147	157	163	170	177	180	2 877	3 557	4 066	4 339	4 661	4 986	5 315
French 2.....	146	138	159	167	179	179	185	2 062	2 259	2 700	3 213	3 302	3 790	4 008
French 3.....	114	111	115	133	139	141	144	1 055	1 131	1 248	1 551	1 719	2 122	2 272
French 4.....	60	47	55	54	66	67	70	403	467	450	450	730	660	661
German 1.....	99	86	27	23	25	39	37	1 287	809	210	351	350	352	417
German 2.....	108	102	60	42	36	32	38	1 557	1 020	475	253	188	201	287
German 3.....	79	73	47	39	23	25	26	595	558	317	263	133	164	125
German 4.....	30	28	19	14	21	15	14	781	136	98	91	82	60	85
Spanish 1.....	34	45	68	68	69	76	78	629	974	1 343	1 345	1 630	1 767	2 031
Spanish 2.....	25	29	48	59	67	75	64	329	375	731	820	986	1 184	1 310
Spanish 3.....	13	15	16	22	29	35	32	1 33	1 22	91	228	251	260	255
Spanish 4.....	.....	.....	.....	.....	6	7	2	.....	.....	.....	.....	15	21	18
Italian 1.....	3	3	4	9	6	7	4	19	7	13	85	56	40	44
Italian 2.....	1	4	2	11	24	6	5	8	16	7	24	30	29	51
Elementary algebra.....	189	192	189	198	205	208	198	6 220	6 449	6 737	7 842	8 720	10 047	10 429
Intermediate algebra.....	144	131	135	143	147	162	176	2 410	2 593	2 856	3 288	3 893	4 210	6 870
Advanced algebra.....	45	44	40	37	52	44	46	609	548	746	761	765	701	661
Plane geometry.....	179	177	180	179	130	101	195	4 068	4 487	4 624	5 083	4 317	6 015	6 808
Solid geometry.....	65	66	45	61	66	72	59	1 029	887	861	1 084	1 210	1 180	800
Trigonometry.....	50	50	50	54	48	61	58	453	472	599	634	590	774	1 052

TABLE 2 (concluded)
Summary of enrolment by subjects
ACADEMIES

SCHOOLS										PUPILS				
1917	1918	1919	1920	1921	1922	1923	1917	1918	1919	1920	1921	1922	1923	
Physics.....	135	128	136	137	133	164	1 927	1 912	2 163	2 306	2 460	2 885	3 382	
Chemistry.....	79	76	79	86	84	90	1 156	1 255	1 336	1 678	1 809	1 933	2 073	
Applied chemistry.....	2	4	3	5	6	4	17	33	12	63	102	82	86	
Biology.....	114	122	132	139	137	152	3 183	3 045	4 554	4 821	5 323	6 018	6 770	
Advanced biology.....	5	1	2	5	4	3	84	4	9	88	22	21	19	
Elementary botany.....	42	38	28	24	23	23	810	700	439	568	629	760	617	
Elementary zoology.....	19	16	12	15	4	5	659	454	406	351	154	245	335	
Physiology and hygiene.....	62	56	43	40	38	50	1 619	1 577	1 035	1 262	1 083	1 849	1 843	
Advanced botany.....	12	7	5	5	2	1	132	114	68	84	27	6	21	
Advanced zoology.....	...	3	1	2	5	2	...	18	1	50	48	25	36	
Physical geography.....	71	71	59	60	42	44	1 718	1 705	1 303	1 484	1 870	1 349	982	
Ancient history, 3 hours.....	40	41	36	35	31	...	1 142	958	1 101	905	957	...	...
Ancient history, 5 hours.....	133	143	135	141	95	...	2 898	3 205	2 098	3 927	1 592	...	...
History Great Britain and Ireland, 3 hours.....	36	37	33	33	14	...	792	799	768	899	256	...	...
History Great Britain and Ireland, 5 hours.....	80	76	73	71	50	...	1 163	1 166	1 418	1 326	1 093	...	...
Modern history 1.....	20	28	29	38	38	...	498	500	506	667	1 022	...	...
Modern history 2.....	21	29	24	23	23	...	240	289	257	317	410	...	...
Major sequence in history A.....	...	...	...	...	60	147	174	...	...	...	1 538	4 493	5 516
Major sequence in history B.....	...	...	...	...	31	89	97	...	...	...	542	1 858	2 513
Major sequence in history C.....	...	...	...	...	...	...	...	...	...	...	...	...	3 577
American history with civics.....	143	139	145	159	158	142	2 310	2 403	2 544	3 219	3 474	2 788	...	
Minor sequence in history, 1st yr.....	...	...	...	...	13	26	...	...	...	...	295	1 038	1 325
Civics.....	19	23	141	153	148	172	176	237	480	5 247	5 910	7 333	7 832	
Economics.....	13	13	13	19	20	20	18	155	155	127	218	315	517	
Elementary bookkeeping and business practice.....	75	73	74	74	63	63	64	1 248	1 579	1 781	1 451	1 230	1 562	
Advanced bookkeeping and office practice.....	23	20	27	30	18	24	22	300	422	497	360	350	502	
Commercial arithmetic.....	52	58	50	61	57	49	54	894	1 347	1 219	1 430	1 334	1 090	
Commercial law.....	27	30	24	22	33	24	22	408	576	412	470	414	319	
Commercial geography.....	23	27	24	30	31	29	28	406	421	384	517	576	550	
Commercial English and correspondence.....	55	61	58	55	52	58	62	1 152	1 445	1 118	1 426	983	1 015	
Business writing.....	75	86	81	80	78	80	89	1 042	2 822	2 702	2 413	2 459	2 702	
Shorthand 1.....	62	80	82	80	74	70	73	1 174	1 587	1 771	1 719	1 532	1 849	

	42	52	56	57	57	57	51	49	509	700	1 049	962	881	633	1 044
Shorthand 2.....	76	84	85	82	82	82	80	82	1 402	2 009	2 359	2 548	2 291	2 241	2 621
Typewriting.....	75	97	88	86	86	86	80	77	1 806	2 303	2 514	2 412	2 012	2 926	2 751
Elementary design.....	78	94	88	87	88	88	80	94	2 255	2 339	2 514	2 412	2 280	2 627	3 040
Elementary representation.....	58	47	53	43	36	39	38	38	848	276	1 047	805	701	887	769
Intermediate drawing.....	36	33	35	28	21	31	34	34	649	608	688	566	532	658	608
Elementary mechanical drawing.....	19	22	16	21	17	16	21	21	234	458	203	506	408	734	643
Advanced drawing.....	89	84	94	95	98	78	74	74	4 150	4 356	5 334	6 685	6 092	8 865	3 138
Chorus singing and rudiments of music.....	15	14	10	12	15	13	13	....	174	131	377	102	160	154	....
Art history.....	23	24	21	23	23	39	41	....	359	345	532	377	386	2 054	1 031
Dictation and melody writing.....	25	31	26	32	27	28	31	....	298	972	711	876	314	1 452	1 395
History of music and appreciation.....	32	30	24	24	26	28	31	....	206	284	184	180	203	447	370
Elementary harmony.....	17	11	5	9	8	15	15	....	69	52	29	58	35	55	....
Advanced harmony and counterpoint.....	19	11	10	7	11	4	4	....	61	72	57	138	62	142	....
Musical form and analysis.....	24	22	20	28	25	27	20	....	360	303	372	502	402	410	355
Orchestral practice.....	4	6	6	4	5	5	5	....	111	128	132	86	140	195	....
Woodturning, pattern making.....	3	2	...	2	...	2	0	....	71	14	...	23	...	21	183
Machine shop practice.....	2	3	2	1	...	2	1	....	79	105	36	6	...	19	10
Printing.....	...	...	...	...	...	...	3	1	...	...	...	...	...	16	17
Electric work.....	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Automobile work.....	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Sheet metal work.....	6	3	6	5	...	...	...	...	...	...	...	...	...	...	...
Agriculture 1.....	2	2	4	2	2	1	1	....	94	62	50	60	45	53	6
Agriculture 2.....	2	1	1	2	2	1	1	....	20	10	16	14	19	2	10
Agriculture 3.....	1	3	4	...	3	3	1	....	20	5	3	4	4	23	3
Agriculture 4.....	31	41	31	35	36	...	...	....	653	1 279	1 279	1 237	1 072	7	1
Homemaking 1.....	22	34	28	27	26	...	...	....	437	715	495	729	391	...	...
Homemaking 2.....	15	26	13	15	15	...	...	....	306	419	232	145	158	...	...
Homemaking 3.....	11	16	13	11	16	...	...	....	151	197	240	111	117	...	...
Homemaking 4.....	...	...	...	...	...	...	7	4	...	...	...	...	...	215	109
Homemaking 1 and 2.....	...	...	...	...	...	...	3	2	...	...	...	...	...	16	35
Homemaking 3 and 4.....	...	...	...	...	...	...	1	...	...	...	...	...	...	11	...
Homemaking 5 and 6.....	...	...	...	...	...	...	1	...	...	...	...	...	...	...	10
Homemaking 7 and 8.....	...	...	...	...	...	...	2	1	...	...	...	...	...	...	...
Home economics 1 (sewing).....	...	...	...	...	...	...	31	14	...	...	...	...	...	358	310
Home economics 2 (dressmaking).....	...	...	...	...	...	...	17	10	...	...	...	...	...	505	215
Home economics 3 (foods and cooking).....	...	...	...	...	...	...	18	3	...	...	...	...	...	413	40
Home economics 4.....	...	...	...	...	...	...	...	4	...	...	...	...	...	...	119
Home economics 5.....	...	...	...	...	...	...	...	2	...	...	...	...	...	...	43
Home economics 6.....	...	...	...	...	...	...	...	3	...	...	...	...	...	...	23
Home economics 7.....	...	...	...	...	...	...	...	1	...	...	...	...	...	...	6
Home economics 8.....	...	...	...	...	...	...	...	4	...	...	...	...	...	...	63
General science.....	3	3	13	15	15	...	33	29	63	62	105	313	432	1 341	815

¹ For 1922, American history with civics became Course C either major or minor sequence.

² These courses indicate a new classification for 1922 not previously appearing.

EXHIBIT G

EXHIBIT G

UNIVERSITY SCHOLARSHIPS

	PAGE
Table 1 Number of pupils earning college entrance diplomas..	546
Table 2 Distribution by higher institutions.....	547
Table 3 Range of standings.....	548

TABLE I

Number of pupils earning college entrance diplomas in 1922 — by counties

<i>County</i>	<i>Boys</i>	<i>Girls</i>	<i>County</i>	<i>Boys</i>	<i>Girls</i>
Albany	28	33	Oneida	23	37
Allegany	1	6	Onondaga	34	26
Bronx	105	85	Ontario	7	17
Broome	13	12	Orange	3	19
Cattaraugus	2	1	Orleans	12	6
Cayuga	13	8	Oswego	19	12
Chautauqua	14	16	Otsego	2	13
Chemung	8	4	Putnam	3	3
Chenango	3	4	Queens	61	49
Clinton	3	8	Rensselaer	6	35
Columbia	6	8	Richmond	18	14
Cortland	2	6	Rockland	2	9
Delaware	4	9	St. Lawrence	10	17
Dutchess	7	31	Saratoga	7	15
Erie	79	74	Schenectady	7	15
Essex	1	7	Schoharie . . . . .	.....	6
Franklin	4	10	Schuyler	3	2
Fulton - Hamilton	8	3	Seneca	2	9
Genesee	6	4	Steuben	11	17
Greene	2	6	Suffolk	9	18
Herkimer	4	16	Sullivan	5	4
Jefferson	4	8	Tioga	2	5
Kings	251	107	Tompkins	12	12
Lewis	2	9	Ulster	11	10
Livingston	1	7	Warren	8	7
Madison . . . . .	.....	7	Washington	11	14
Monroe	28	50	Wayne	5	6
Montgomery	6	11	Westchester	78	97
Nassau	17	16	Wyoming	3	6
New York	110	186	Yates	5	7
Niagara	12	19			
				1 123	1 178

TABLE 2

Distribution by higher institutions of those awarded University scholarships
in 1922

	<i>Boys</i>	<i>Girls</i>	<i>Total</i>
Adelphi College.....		12	12
Alfred University.....	1	1	2
Barnard College.....		41	41
Canisius College.....	5		5
Colgate University.....	5		5
College of Mt St Vincent.....		3	3
College of New Rochelle.....		4	4
College of the City of New York.....	59		59
College of the Sacred Heart.....		1	1
Columbia University.....	53	5	58
Cooper Union.....	1	1	2
Cornell University.....	101	59	160
D'Youville College.....		7	7
Elmira College.....		16	16
Fordham University.....	2		2
Hamilton College.....	8	2	10
Hobart College.....	3		3
Hunter College.....		79	79
Keuka College.....		4	4
New York State College for Teachers.....	3	57	60
New York University.....	32	6	38
Polytechnic Institute, Brooklyn.....	3		3
Rensselaer Polytechnic Institute.....	11		11
Russell Sage College.....		8	8
St Francis College.....	3		3
St Joseph's College for Women.....		4	4
St Lawrence University.....	5	6	11
St Stephen's College.....	1		1
Skidmore School of Arts.....		4	4
Syracuse University.....	11	31	42
Union University.....	10		10
University of Buffalo.....	9	13	22
University of Rochester.....	9	14	23
Vassar College.....		26	26
Wells College.....		4	4
William Smith College.....		7	7
			750

TABLE 3
Range of standings for University scholarships

	Highest		Lowest	
	1922	1923	1922	1923
Albany.....	97.23	92.92	84.15	85.21
Allegany.....	91.27	86.80	75.56	80.63
Bronx.....	94.22	92.64	85.71	85.94
Broome.....	90.46	93.10	75.83	81.26
Cattaraugus.....	88.26	92.62	76.79	80.68
Cayuga.....	90.74	91.65	86.53	83.79
Chautauqua.....	90.39	89.38	83.99	75.02
Chemung.....	94.51	91.89	85.72	87.89
Chenango.....	81.69	83.16	77.76	77.44
Clinton.....	93.63	94.19	76.83	77.76
Columbia.....	87.54	91.12	83.45	76.62
Cortland.....	89.45	89.71	81.49	80.30
Delaware.....	87.59	86.93	82.88	79.90
Dutchess.....	93.81	92.43	85.86	79.04
Erie.....	95.43	93.63	82.60	84.01
Essex.....	86.15	88.74	79.09	78.74
Franklin.....	88.21	91.70	82.40	76.16
Fulton - Hamilton.....	94.65	.....	87.18	.....
Genesee.....	92.41	89.44	85.76	76.42
Greene.....	86.66	88.56	75.73	78.11
Herkimer.....	92.41	87.94	88.50	83.33
Jefferson.....	89.38	94.64	83.56	87.42
Kings.....	90.72	92.77	83.51	84.15
Lewis.....	88.31	85.88	76.93	77.31
Livingston.....	90.40	87.15	78.95	78.26
Madison.....	92.68	88.19	76.26	76.12
Monroe.....	95.44	94.84	85.13	85.12
Montgomery.....	98.56	89.49	85.75	83.18
Nassau.....	94.93	93.24	81.96	87.03
New York.....	95.10	95.22	83.31	84.14
Niagara.....	92.34	91.77	77.93	77.51
Oneida.....	94.26	93.13	84.41	83.60
Onondaga.....	93.51	94.99	84.28	85.31
Ontario.....	91.44	90.05	90.12	85.11
Orange.....	92.65	91.35	82.01	76.00
Orleans.....	94.90	82.00	82.82	77.36
Oswego.....	93.44	91.15	82.01	82.13
Otsego.....	89.17	87.62	78.19	79.54
Putnam.....	88.81	82.29	81.03	80.17
Queens.....	96.49	94.85	86.23	83.76
Rensselaer.....	94.65	92.19	85.40	85.51
Richmond.....	95.05	90.34	87.27	75.90
Rockland.....	88.80	90.10	76.88	83.06
St Lawrence.....	91.37	91.32	80.06	79.59
Saratoga.....	92.74	93.30	85.83	85.66
Schenectady.....	94.53	93.35	84.78	84.85
Schoharie.....	93.83	95.69	76.44	79.27
Schuyler.....	84.66	85.21	78.16	Only 1 eligible
Seneca.....	94.55	88.13	84.51	76.08
Steuben.....	93.13	93.47	80.67	76.02
Suffolk.....	80.97	91.75	84.67	85.25
Sullivan.....	80.85	92.51	83.44	85.40
Tioga.....	90.51	87.78	79.17	79.33
Tompkins.....	92.67	91.75	87.54	86.70
Ulster.....	89.55	86.57	83.03	82.13
Warren.....	91.91	94.56	82.41	82.99
Washington.....	93.12	89.59	90.14	77.68
Wayne.....	90.33	91.15	79.68	84.70
Westchester.....	94.07	97.03	86.33	84.07
Wyoming.....	91.93	90.64	79.74	79.57
Yates.....	86.11	85.96	83.14	77.47

EXHIBIT H

EXHIBIT II

TEACHERS TRAINING INSTITUTIONS

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	1863	1863		32	102	253	355		90	213	303		19	19	61	137	198	236	2 454	2 690
Oswego.....			Normal.....
			Academic.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
			Intermediate.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
			Primary.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Plattsburg.....	1859	1890	Normal.....	16	30	220	250	.....	745	211	745	.....	.....	.....	.....	.....	.....	.....	.....	.....
			Academic.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
			Intermediate.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
			Primary.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Potsdam.....	1866	1869	Normal.....	3	50	66	116	488	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
			Academic.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
			Intermediate.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
			Primary.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Total.....	.....	.....	.....	6363	2 952	6 328	60 280	9 280	2 435	5 443	7 878	.....	.....	.....	191	1 801	1 992	3 795	32 621	36 416

a Not including 8 teachers in extension work at Craig colony and 23 in summer courses.

b Not including 146 pupils in extension courses at Craig colony and 857 in summer courses.

TABLE 2
Normal schools — Financial statement from reports of local boards for the year ending June 30, 1923

SCHOOL	VALUE OF SCHOOL PROPERTY				RECEIPTS			From all other sources	Total
	Lot and building	Furniture	Library and apparatus	Total	Balance with local boards and July 1, 1922	FROM THE STATE			
						For maintenance and operation	For construction and permanent betterments		
Brockport.....	\$275 000	\$10 000	\$15 000	\$300 000	.....	\$93 985 13	.....	.....	\$93 985 13
Buffalo.....	650 000	47 000	67 000	764 000	.....	107 563 25	\$1 870 85	\$50 514 89	159 948 99
Cortland.....	1 100 000	125 000	25 000	1 250 000	.....	23 150 ..	75 050 ..	.....	98 800 ..
Fredonia.....	400 000	30 000	15 000	445 000	.....	95 309 56	.....	94 65	95 404 21
Genesee.....	292 186	35 000	26 000	353 186	\$7 618 27	150 795 ..	38 855 36	5 028 46	208 297 09
New Paltz.....	350 000	10 000	16 170	376 170	.....	89 375 ..	.....	1 125 ..	90 500 ..
Oneonta.....	750 000	75 000	20 883	845 883	.....	122 795 47	.....	.....	122 795 47
Oswego.....	375 000	10 000	40 000	425 000	.....	137 847 81	.....	4 316 20	142 164 01
Plattsburg.....	210 000	11 500	14 200	235 700	.....	80 275 ..	.....	.....	80 275 ..
Potsdam.....	775 500	38 000	37 500	851 000	33 190 73	159 105 ..	.....	.....	192 295 73
Total.....	\$5 177 686	\$391 500	\$276 753	\$5 845 939	\$40 809 ..	\$1 066 111 22	\$116 376 21	\$61 079 20	\$1 284 375 63

TABLE 2 (concluded)
Normal schools—Financial statement from reports of local boards for the year ending June 30, 1923

SCHOOL	Teachers' salaries	Janitors' salaries	Maintenance and operation	Construction and permanent betterments	Other expenses	Balance on hand June 30, 1923	Total
Brockport.....	\$63 147 73	\$5 799 92	\$24 157 10	.....	.....	\$880 32	\$93 085 13
Buffalo.....	81 218 81	5 820 ..	20 524 44	\$1 870 85	\$50 514 89	.....	150 048 99
Cortland.....	76 166 46	1 200 ..	18 789 84	.....	.....	2 643 74	98 800 ..
Fredonia.....	78 030 68	2 720 ..	14 559 50	.....	94 65	.....	95 404 21
Geneseo.....	123 814 68	4 745 ..	27 413 67	871 03	5 466 35	45 986 36	268 297 09
New Paltz.....	73 275 ..	3 675 ..	12 425 ..	.....	1 125 ..	.....	90 500 ..
Oneonta.....	99 950 ..	4 560 ..	18 195 47	.....	.....	.....	122 705 47
Oswego.....	96 114 93	6 914 76	34 818 12	.....	4 316 20	.....	142 164 01
Plattsburg.....	66 350 ..	2 775 ..	11 150 ..	.....	.....	.....	86 275 ..
Potsdam.....	116 100 ..	8 820 ..	33 823 97	15 468 86	3 818 87	14 204 03	192 295 73
Total.....	\$874 227 61	\$47 029 68	\$215 857 19	\$18 210 74	\$65 335 96	\$63 714 45	\$1 284 375 63

TABLE 3
Normal schools — attendance and expenditures

YEAR	AVERAGE ATTENDANCE	INCREASE OR DECREASE	NUMBER OF GRADUATES	INCREASE OR DECREASE	TOTAL EXPENDITURES	INCREASE OR DECREASE
1890.....	5 271	+ 436	569	+ 32	\$332 313	+\$59 732
1895.....	6 000	+1 115	715	+121	458 608	+106 418
1900.....	8 602	+ 67	1 166	+ 56	400 994	+ 33 508
1905.....	7 173	— 148	1 000	+ 40	460 020	— 383
1910 <i>a</i>	5 362	+ 31	777	— 90	442 304	— 29 135
1915.....	6 748	+ 246	1 450	+103	652 342	—126 467
1916.....	6 824	+ 76	1 596	+137	552 012	—100 330
1917.....	7 048	+ 224	1 770	+174	504 280	— 47 723
1918.....	6 290	— 758	1 498	—272	<i>c</i> 785 859	+281 570
1919.....	5 612	— 678	1 077	—421	<i>d</i> 693 434	+207 575
1920.....	<i>b</i> .....	.....	801	—186	<i>e</i> 1 002 260	+ 8 826
1921.....	6 639	.....	1 174	+283	<i>f</i> 1 228 717	+220 457
1922.....	7 624	+ 985	1 643	+469	1 308 773	+ 80 056
1923.....	7 878	+ 54	1 992	+349	1 220 661	— 88 112

a Beginning 1910, data for New York State Normal College has not been included.

b Not reported.

c Including \$172,635.64 for new buildings at Potsdam.

d Including \$71,884.54 for new buildings at New Paltz.

e Including \$106,035 for new buildings at Potsdam.

f Including \$59,951.43 for new buildings at Cortland, New Paltz, Potsdam and White Plains.

TABLE 4
Normal schools — summary

	YEAR	
Total number registered in all departments.....	1923	9 280
	1922	9 288
		—8
Total number registered, normal departments only.....	1923	3 654
	1922	3 747
		—93
Average daily attendance in normal schools.....	1923	7 878
	1922	7 624
		+54
Number graduated from normal schools.....	1923	1 992
	1922	1 643
		+349
Total cost of normal schools for fiscal year exclusive of new buildings.....	1923	\$1 132 761 18
	1922	1 308 772 85
		—\$176 011 67
Annual cost per graduate of normal schools excluding expense for new buildings.....	1923	\$568 66
	1922	796 58
		—\$227 92

TABLE 5
Teachers training classes

COUNTY	PLACE	Number of teachers employed	PUPILS REPORTED FIRST TERM			PUPILS REPORTED SECOND TERM			Visits by district superintendent	Inspection by Department	Certificates granted	APPORTIONMENT OF MONEY		EXPENSES OF INSTRUCTION
			Men	Women	Total	Men	Women	Total				a From training class appropriation	Teachers' quota	
Albany.....	Ravena.....	1	2	9	11	1	7	8	...	...	1	...	...	\$1 444 17
Broome.....	Deposit.....	1	...	12	12	...	11	11	...	...	5	...	...	1 300 ..
Broome.....	Endicott.....	1	1	8	9	1	8	9	...	1	12	\$450 ..	450	1 300 ..
Cayuga.....	Moravia.....	1	...	10	10	...	9	9	...	1	12	605 ..	450	1 470 80
Chautauque.....	Forestville.....	1	4	9	13	4	7	11	12	1	10	700 ..	450	1 480 07
Chemung.....	Sherman.....	1	...	19	19	...	20	20	...	...	15	665 ..	450	1 608 70
Chenango.....	Horseheads.....	1	...	12	12	...	1	1	10	1	6	700 ..	450	1 552 60
Chenango.....	Greene.....	1	1	12	13	...	5	5	15	1	13	630 ..	450	1 103 80
Delaware.....	Norwich.....	1	1	13	14	1	14	15	...	...	7	597 50	450	1 547 24
Delaware.....	Stamford.....	1	4	3	7	5	4	9	...	...	3	262 50	450	1 528 68
Delaware.....	Walton.....	1	...	18	18	...	19	19	...	...	6	350 ..	450	1 561 56
Frie.....	Springville.....	1	1	25	26	1	23	24	2	1	18	700 ..	450	1 550 ..
Franklin.....	Brushton.....	1	5	9	14	3	8	11	10	1	8	700 ..	450	1 222 90
Greene.....	Chateaugay.....	1	2	20	22	2	19	21	10	1	6	605 ..	450	1 352 ..
Greene.....	Catskill.....	1	2	13	15	2	12	14	10	1	5	645 56	450	1 350 ..
Herkimer.....	West Winfield.....	1	1	8	9	...	7	7	...	...	4	500 ..	450	1 250 ..
Jefferson.....	Carthage.....	1	5	16	21	1	16	17	...	...	4	700 ..	450	1 450 ..
Lewis.....	Dexter.....	1	1	21	22	1	23	24	10	2	7	647 50	450	1 710 30
Lewis.....	Harrisville.....	1	1	10	11	...	9	9	...	...	1	...	...	1 500 ..
Madison.....	Lowville.....	1	1	18	19	1	18	19	10	1	18	700 ..	450	1 600 ..
Madison.....	De Ruyter.....	1	4	13	17	5	11	16	10	1	4	385 ..	450	1 350 ..
Niagara.....	Middleport.....	1	...	13	13	...	14	14	10	2	10	700 ..	450	1 375 ..
Oneida.....	Boonville.....	1	1	14	15	2	8	10	10	2	15	700 ..	450	1 200 ..
Onondaga.....	Stancates.....	1	...	13	13	...	11	11	...	...	11	700 ..	450	1 200 82
Oswego.....	Tully.....	1	1	12	13	1	11	12	...	...	12	700 ..	450	1 550 ..
Oswego.....	Hanibal.....	2	5	15	20	5	14	19	4	2	7	647 50	450	1 020 60
Otsego.....	Sandy Creek.....	1	...	17	17	1	17	18	...	...	6	665 ..	450	1 428 08
St Lawrence.....	Madrid.....	1	...	18	18	...	17	17	...	...	5	385 ..	450	1 400 ..
St Lawrence.....	Ogdensburg.....	1	...	7	7	...	9	9	6	1	7	455 ..	450	1 005 40
St Lawrence.....	Russell.....	1	...	24	24	...	21	21	...	...	8	700 ..	450	1 125 ..
St Lawrence.....	Russell.....	1	4	6	10	3	6	9	10	1	9	577 50	450	1 252 84

TABLE 5 (concluded)
Teachers training classes

COUNTY	FLAUE	Number of teachers employed	PUPILS REPORTED FIRST TERM			PUPILS REPORTED SECOND TERM			Visits by district superintendent	Inspection by Department	Certificates granted	APPORTIONMENT OF MONEY		EXPENSES OF IN-STRUCTION
			Men	Women	Total	Men	Women	Total				a From training class appropriation	Teachers' quota	
Schuyler	Watkins	1	3	18	21	3	16	19	....	....	11	700 ..	450	1 525 ..
Steuben	Addison	1	4	11	15	4	11	15	....	1	13	700 ..	450	1 300 ..
.....	Corning (Northside)	1	....	14	14	....	15	15	....	....	15	700 ..	450	1 612 ..
.....	North Colocton	1	2	18	20	2	15	17	....	....	18	700 ..	450	1 261 ..
Tioga	Owego	1	2	11	13	2	11	13	....	....	10	700 ..	450	1 607 54
.....	Spencer	1	....	10	10	....	7	7	....	....	7	542 50	450	1 288 80
Washington	Granville	1	....	21	21	....	22	22	10	2	22	700 ..	450	1 540 ..
.....	Hudson Falls	1	....	24	24	....	21	21	3	1	18	700 ..	450	1 680 80
Yates	Penn Yan	1	1	23	24	1	23	24	....	....	15	700 ..	450	1 500 ..
<i>Training Classes maintained at State Agricultural Institutions</i>														
Allegany	Alfred	1	....	15	15	....	13	13	3	1	2	....	....	....
Delaware	Delhi	1	2	15	17	2	15	17	10	1	15	....	....	....
Madison	Morrisville	1	....	18	18	....	17	17	7	1	0	....	....	....
Schoharie	Cobleskill	1	....	14	14	....	14	14	3	2	14	....	....	....
Total .....	.....	45	60	624	684	54	579	633	203	32	6505	\$23 745 56	\$17 100	\$56 677 76

a Amounts given represent apportionment made this year for classes maintained during 1921-22; apportionment for classes maintained this year will be made next year.

b Including 84 certificates granted to pupils from training classes not maintained this year and not in this table.

TABLE 6
Training schools and kindergartens

LOCATION	NUMBER OF TEACHERS EMPLOYED	PUPILS REGISTERED FIRST TERM			PUPILS REGISTERED SECOND TERM			CERTIFICATES GRANTED	APPORTIONMENT OF MONEY		EXPENSES OF INSTRUCTION
		Men	Women	Total	Men	Women	Total		a From training class appropriation	Teachers' quota	
Brooklyn.....	.....	.....	.....	.....	.....	.....	.....	251	\$22 547 07	\$32 025 ..	.....
Brooklyn (kindergarten dep't).....	.....	.....	.....	.....	.....	.....	.....	10	.....	.....	.....
Jamaica.....	.....	.....	.....	.....	.....	.....	.....	6	10 730 09	9 450 ..	.....
New York.....	100 3	188	1 980	2 168	188	2 010	2 207	248	19 538 47	25 900 ..	\$418 439 40
New York (kindergarten dep't).....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	2 363 575 09
Rochester.....	15	1	154	155	.....	105	65	.....	4 693 19	8 450 ..	51 963 20
Rochester (kindergarten dep't).....	.....	.....	.....	.....	.....	68	68	28	.....	.....	.....
Schenectady.....	3	.....	35	35	.....	34	34	17	1 454 98	1 650 ..	28 580 ..
Syracuse.....	4	.....	61	61	.....	65	65	12	1 866 74	1 950 ..	9 420 ..
Syracuse (kindergarten dep't).....	.....	.....	21	21	.....	21	21	9	.....	.....	.....
Watertown.....	1	.....	10	10	.....	19	19	2	.....	450 ..	2 250 ..
Total.....	123 3	189	2 384	2 573	189	2 456	2 645	6617	\$61 371 94	\$79 875 ..	\$2 874 228 29

a Amounts given represent apportionment made this year, for schools maintained during 1921-22; apportionment for classes maintained this year will be made next year.

b Including 2 certificates granted to pupils from training schools not maintained this year and not in this table.

EXHIBIT I

EXHIBIT I

VOCATIONAL SCHOOLS

	PAGE
Table 1 Teachers, attendance and expenses of instruction.....	564

TABLE I
Teachers, attendance and expenses of instruction in vocational schools

VILLAGES MAINTAINING HOME-MAKING DEPARTMENTS	No. of teachers employed for full term	No. of days school was in session	NUMBER OF PUPILS REGISTERED			AVERAGE DAILY ATTENDANCE			EXPENSES OF INSTRUCTION					
			Boys	Girls	Total	Boys	Girls	Total	Teachers' wages	Textbooks	Other supplies used in instruction	Other expenses of instruction	Total	
Alden.....	1	181	.....	19	19	.....	16	16	\$1 400 ..	.....	.....	.....	\$8 40	\$1 400 ..
Alexandria.....	1	190	.....	33	33	.....	30	30	1 300 ..	.....	.....	.....	.....	1 358 40
Allegany.....	1	194	.....	35	35	.....	27	27	1 200 ..	.....	.....	.....	.....	1 200 ..
Almond.....	1	186	.....	14	14	.....	12	12	800 ..	.....	.....	.....	.....	800 ..
Avon.....	1	189	.....	27	27	.....	24	24	1 325 ..	.....	.....	.....	.....	1 325 ..
Bainbridge.....	1	185	.....	16	16	.....	14	14	1 200 ..	.....	.....	.....	.....	1 200 ..
Bath (Haverling H. S.).....	2	187	.....	37	37	.....	34	34	2 400 ..	.....	.....	.....	.....	2 400 ..
Belleville.....	1	190	.....	28	28	.....	23	23	1 350 ..	.....	.....	.....	.....	1 350 ..
Belmont.....	1	190	.....	18	18	.....	15	15	1 350 ..	.....	.....	.....	.....	1 350 ..
Bergen.....	1	186	.....	16	16	.....	13	13	1 200 ..	.....	.....	.....	.....	1 200 ..
Bolivar.....	1	180	.....	25	25	.....	21	21	1 200 ..	.....	.....	.....	.....	1 200 ..
Brustlon.....	1	196	.....	17	17	.....	14	14	1 050 ..	.....	.....	.....	.....	1 050 ..
Burnt Hills.....	1	190	.....	20	20	.....	16	16	1 100 ..	.....	.....	.....	.....	1 100 ..
Calhoun.....	1	180	.....	14	14	.....	9	9	793 25	.....	.....	.....	.....	793 25
Canaasota.....	1	190	.....	27	27	.....	25	25	1 200 ..	.....	.....	.....	.....	1 304 80
Canastota.....	2	200	.....	33	33	.....	17	17	2 443 88	.....	.....	.....	.....	2 458 88
Canastota.....	1	189	.....	35	35	.....	23	23	1 250 ..	.....	.....	.....	.....	1 580 31
Canterbury.....	1	181	.....	19	19	.....	11	11	1 300 ..	.....	.....	.....	.....	1 300 ..
Castile.....	1	190	.....	14	14	.....	8	8	1 360 ..	.....	.....	.....	.....	1 486 47
Catskill.....	1	192	.....	31	31	.....	22	22	1 200 ..	.....	.....	.....	.....	1 360 ..
Chautauqua.....	1	184	.....	17	17	.....	15	15	3 000 ..	.....	.....	.....	.....	3 269 38
Chazy.....	1	178	.....	24	24	.....	10	10	1 333 33	.....	.....	.....	.....	1 629 11
Clarence (Parker H. S.).....	1	185	.....	13	13	.....	11	11	1 130 40	.....	.....	.....	.....	1 376 95
Copertown.....	2	187	.....	33	33	.....	29	29	3 000 ..	.....	.....	.....	.....	3 000 ..
Cuba.....	1	185	.....	20	20	.....	18	18	1 300 ..	.....	.....	.....	.....	2 073 07
Danville.....	1	200	.....	23	23	.....	14	14	1 400 ..	.....	.....	.....	.....	1 500 ..
Depew.....	1	200	.....	39	39	.....	32	32	1 900 ..	.....	.....	.....	.....	1 900 ..
Dryden.....	1	188	.....	30	30	.....	22	22	2 800 ..	.....	.....	.....	.....	1 400 ..
East Aurora.....	2	186	.....	27	27	.....	23	23	1 400 00	.....	.....	.....	.....	2 863 14
Edmeston.....	1	195	.....	20	20	.....	19	19	1 400 ..	.....	.....	.....	.....	1 606 25
Ellington.....	1	189	.....	12	12	.....	10	10	1 100 ..	.....	.....	.....	.....	1 252 60
Enira Heights.....	1	200	.....	16	16	.....	13	13	1 267 50	.....	.....	.....	.....	1 567 50
Enoch.....	2	189	.....	28	28	.....	22	22	1 383 25	.....	.....	.....	.....	1 583 25
Fort Plain.....	1	188	.....	28	28	.....	26	26	1 550 ..	.....	.....	.....	.....	1 550 ..
Fredonia.....	1	200	.....	12	12	.....	9	9	1 300 ..	.....	.....	.....	.....	1 300 ..

	1	187	27	27	13	13	1 900				1 900	
Ireville (Hunt Memorial School)	1	187	27	27	13	13	1 900				1 900	
Gouverneur	1	191	43	43	34	34	1 250				1 629	
Gowanda	1	193	29	29	25	25	1 650				1 940 03	
Greene	1	190	20	20	16	16	1 200				1 377 45	
Greigsville	1	182	14	14	8	8	1 250				1 250	
Hamburg	1	185	35	35	32	32	1 600				1 687 39	
Hannondsport	1	191	11	11	7	7	1 350				1 515 79	
Hannibal	1	191	37	37	33	33	1 000				1 016 40	
Harriman	1	159	37	37	21	21	1 425				1 425	
Haverstraw	1	162	37	37	21	21	1 500				1 500	
Herkimer	1	187	34	34	27	27	1 400				1 400	
Highland	1	187	21	21	13	13	1 157 14				1 343 63	
Honor	1	186	27	27	23	23	1 300				1 350	
Interlaken	1	190	17	17	15	15	1 300				1 300	
Islip	1	194	35	35	28	28	1 600				1 600	
Kempire	1	196	21	21	18	18						
King Ferry	1	195	14	14	12	12	880				906 67	
Lansburg	1	186	84	84	77	77	2 780				3 283 74	
Le Roy	1	190	30	30	28	28	1 350				1 513 50	
Livingston Manor	1	187	16	16	14	14	1 350				1 546 06	
Lowville	1	199	37	37	33	33	1 429 20				1 429 20	
Lynbrook	1	191	15	15	13	13	1 500				1 600	
Macbas	1	183	19	19	16	16	1 133 75				1 360 35	
Malone	1	189	28	28	22	22	1 334 90				1 334 90	
Maryland	1	186	5	5	3	3	1 025				1 187 13	
Mayville	1	191	17	17	13	13	1 000				1 073 44	
Medina	1	194	14	14	12	12	800				800	
Millbrook	1	172	23	23	19	19	1 400				1 535 57	
Monticello	1	186	43	43	34	34	1 562 50				1 624 93	
Newark	1	195	42	42	34	34	1 995				2 045	
Newark V. lley	1	188	19	19	17	17	1 374 86				1 484 41	
North Tarrytown	1	182	20	20	17	17	1 810				1 810	
Oceanside	1	180	18	18	13	13	1 500				1 836 51	
Orebard Park	1	185	25	25	20	20	1 385				1 300	
Ossining	1	187	13	13	12	12	1 385				2 754 53	
Owego	1	187	30	30	24	24	1 400				1 400	
Oxford	1	186	19	19	17	17	1 250				1 250	
Painted Post	1	189	16	16	13	13	1 385				1 436 61	
Penn Yan	1	179	26	26	21	21	1 250				1 250	
Pittsford	1	194	33	33	30	30	1 230				1 230	
Portville	1	185	20	20	18	18	1 248				1 248	
Randolph	1	184	32	32	24	24	1 150				1 150	
Saugerties	1	97	26	26	23	23	700				700	
Sherburne	1	185	24	24	19	19	1 300				1 300	
Sinclairville	1	190	21	21	17	17	1 250				1 250	
Sloan	2	186	38	38	23	23	2 600				2 600	
Solvay	3	186	104	104	80	80	4 553 04				4 553 04	
Spencerport	1	182	20	20	17	17	1 200				1 200	
Trumansburg	1	191	38	38	32	32	1 500				2 084	

Paid by Buffalo Normal School.

TABLE I (continued)
Teachers, attendance and expenses of instruction in vocational schools

VILLAGES MAINTAINING HOME-MAKING DEPARTMENTS	No. of teachers employed for full term	No. of days school was in session	NUMBER OF PUPILS REGISTERED			AVERAGE DAILY ATTENDANCE			EXPENSES OF INSTRUCTION								
			Boys	Girls	Total	Boys	Girls	Total	Teachers' wages	Textbooks	Other supplies used in instruction	Other expenses of instruction	Total				
Tuxedo Park.....	1	183		12	12			9					\$1 350 ..			\$1 350 ..	
Walton.....	1	184		31	31			24					1 337 ..			1 337 ..	
Waterford.....	1	185		15	15			11					1 200 ..			1 200 ..	
Wayland.....	1	183		18	18			14					1 200 ..			1 367 ..	
West Winfield.....	1	191		14	14			11				\$167 ..	1 100 ..			1 100 ..	
Westfield.....	1	191		35	35			23					1 400 ..			1 400 ..	
Westford.....	1	196		13	13			12					1 200 ..			1 200 ..	
Whitehall.....	1	183		18	18			16					1 095 50			1 095 50	
Worcester.....	1	186		13	13			12					1 100 ..			1 100 ..	
Wyoming.....	1	188		11	11			9					931 20			931 20	
Youngville.....	1	195		22	22			18					1 150 ..			1 150 ..	
Total, villages, homemaking.....	103		2 283	2 283		1 903		1 903		\$134 588 70	\$239 18	\$5 501 76	\$3 201 31			\$113 530 95	
(CITIES MAINTAINING HOME-MAKING DEPARTMENTS)																	
Albany.....	4	194		80	80			54					\$8 400 ..			\$8 400 ..	
Beacon.....	3	180		44	44			31					697 32			697 32	
Binghamton.....	3	200		240	240			116					4 924 90			4 924 90	
Buffalo.....	84	197		473	473			308					18 653 45		\$840 13	18 653 45	
Coboes.....	1	190		22	22			20					1 560 ..			1 560 ..	
Corning, district 9.....	1	192		43	43			37					1 640 ..		42 31	1 682 31	
Corning, district 13.....	2	193		37	37			31					2 450 ..			2 450 ..	
Dunkirk.....	2	190		57	57			38					4 500 ..			4 500 ..	
Hornell.....	3	185		37	37			32					3 880 20			3 880 20	
Hudson.....	1	191		15	15			10					900 ..			900 ..	
Kingston.....	3	188		124	124			101					4 113 50			4 113 50	
Mt Vernon.....	5	195		50	50			44					12 443 47			12 443 47	
Norwich.....	1	181		25	25			18					1 550 ..			1 550 ..	
Rochester.....	15 1/2	192		423	423			229					34 635 12	\$12 21	651 08	34 635 12	
Salamance.....	1	186		14	14			12					1 333 13			1 333 13	
Schenectady.....	4	183		78	78			67					5 693 ..			5 693 ..	
Troy.....	3	184		44	44			41					6 530 ..			6 530 ..	
Total, cities, homemaking.....	58 1/2		1 806	1 806		1 189		1 189		\$113 913 18	\$12 21	\$1 357 09	\$840 13			\$116 122 61	

TABLE I (continued)
Teachers, attendance and expenses of instruction in vocational schools

CITIES AND VILLAGES MAINTAINING SCHOOLS OF AGRICULTURE	No. of teach- ers em- ployed for ses- sion full term	No. of days school was in ses- sion	NUMBER OF PUPILS REGISTERED			AVERAGE DAILY ATTENDANCE			EXPENSES OF INSTRUCTION				
			Boys	Girls	Total	Boys	Girls	Total	Teachers' wages	Textbooks	Other supplies used in instruction	Other expenses of instruction	Total
Macletias.....	1	194	14	.....	14	10	.....	10	\$2 350 ..	.....	.....	.....	\$2 350 ..
McHopac.....	1	190	17	.....	17	13	.....	13	2 875 ..	.....	.....	.....	3 425 ..
Malone (Franklin Academy).....	1	192	21	.....	21	17	.....	17	2 950 ..	.....	.....	\$550 ..	2 250 ..
Marchus.....	1	186	18	.....	18	12	.....	12	1 900 ..	.....	.....	.....	1 900 ..
Maryland.....	1	186	5	.....	5	4	.....	4	2 006 ..	.....	.....	.....	2 000 ..
Mayville.....	1	191	26	.....	26	20	.....	20	1 950 ..	.....	.....	.....	1 950 ..
Mexico.....	1	190	27	.....	27	21	.....	21	5 300 ..	.....	\$67 11	123 20	2 504 50
Moravia.....	1	195	26	.....	26	21	.....	21	2 100 ..	.....	40 23	5 40	2 115 63
Moriah.....	1	183	15	.....	15	9	.....	9	2 300 ..	.....	.....	.....	2 300 ..
New York.....	1 1/2	198	69	4	73	41	.....	43	4 531 30	.....	.....	.....	4 531 30
Newark.....	1	188	12	.....	12	12	.....	12	2 425 ..	.....	.....	.....	2 425 ..
Newark Valley.....	1	188	13	.....	13	12	.....	12	1 700 ..	.....	.....	.....	1 700 ..
Odessa.....	1	180	18	.....	18	11	.....	11	1 800 ..	.....	.....	.....	1 800 ..
Orchard Park.....	1	184	18	.....	18	14	.....	14	2 600 ..	.....	.....	.....	2 600 ..
Perry.....	1	195	23	.....	23	18	.....	18	2 200 ..	.....	.....	.....	2 200 ..
Portville.....	1	191	22	.....	22	15	.....	15	1 840 75	.....	.....	.....	1 840 75
Prattsburg.....	1	185	12	.....	12	9	.....	9	2 050 ..	.....	.....	.....	2 050 ..
Pulaski.....	1	184	18	.....	18	15	.....	15	2 140 ..	.....	.....	\$91 68	2 140 68
Randolph.....	1	180	24	.....	24	18	.....	18	1 900 ..	.....	\$336 49	200 ..	2 436 49
Sherburne.....	1	191	24	.....	24	20	.....	20	2 052 10	.....	222 56	.....	2 274 66
Sherman.....	1	189	22	.....	22	17	.....	17	2 374 ..	30 ..	45 12	23 82	2 472 95
Sineclairville.....	1	190	18	.....	18	11	.....	11	2 400 ..	.....	.....	7 40	2 474 ..
Sodus.....	1	192	36	.....	36	25	.....	25	2 368 67	.....	.....	.....	2 374 07
South Dayton.....	1	186	19	.....	19	13	.....	13	1 825 ..	31 63	66 21	50 ..	1 972 84
Spencerport.....	1	182	14	.....	14	12	.....	12	1 900 ..	1 86	73 41	65 60	2 040 87
Union Springs.....	1	185	21	.....	21	16	.....	16	.....	.....	.....	.....	2 400 ..
Unionburg.....	1	191	18	.....	18	15	.....	15	2 400 ..	.....	.....	21 70	2 421 70
Walton.....	1	184	23	.....	23	19	.....	19	2 100 ..	.....	.....	.....	2 100 ..
Wester.....	1	187	22	.....	22	17	.....	17	2 400 ..	.....	.....	.....	2 400 ..
Westport.....	1	185	25	.....	25	20	.....	20	2 100 ..	.....	200 ..	65 60	2 365 60
Westfield.....	1	191	27	.....	27	22	.....	22	2 360 ..	2 35	102 46	58 ..	2 522 81
Westford.....	1	197	10	.....	10	8	.....	8	1 925 ..	.....	.....	76 31	2 001 31

Worcester.....	1	200	16	16	16	13	1 800	1 800	50	1 880 65
Wyoming.....	1	188	8	8	8	7	2 450	2 450	50	2 500
Youngsville.....	1	195	18	18	18	15	1 800	1 800	12 40	1 830 35
Total, agricultural.....	83	.....	1 517	8	1 525	6	174 025 86	\$80 09	\$2 084 31	\$178 496 98
VILLAGES MAINTAINING INDUSTRIAL AND TECHNICAL SCHOOLS										
Canaan.....	3	188	44	44	44	35	\$5 250	.....	.....	\$5 250
Canastota.....	3	183	28	28	28	23	1 880	.....	.....	1 880
Depeu.....	3	200	60	60	60	54	6 800	.....	.....	6 875 98
Frederia.....	1	200	18	18	18	15	1 786 50	.....	.....	2 837 45
Freeville (Hunt Memorial School).....	1	187	25	25	25	15	4 673 11	.....	.....	7 739 74
Herkimer.....	3	194	24	24	24	21	4 816 37	.....	.....	5 963 27
Islip.....	1	194	32	32	32	28	2 000	.....	.....	2 320 76
Lansburg.....	1	186	31	31	31	24	1 560	.....	.....	1 500
Medina.....	1	186	12	12	12	9	800	.....	.....	800
Newark.....	2	188	34	34	34	31	3 120	.....	.....	3 170
North Tarrytown.....	1	189	24	24	24	18	1 890 50	.....	.....	2 039 25
Owego.....	1	190	18	18	18	14	2 000	.....	.....	2 403 59
Perry.....	1	189	30	30	30	22	1 800	.....	.....	1 800
Saratoga Lake.....	4	192	24	24	24	23	5 397 85	\$33 47	.....	5 748 29
Sloan.....	3	186	64	64	64	50	5 350	.....	.....	7 108 29
Solvay.....	4	186	182	182	182	99	8 731 50	66 89	.....	10 520
Waterford.....	1	190	22	22	22	18	1 500	.....	.....	1 699 81
Waverly.....	1	193	25	25	25	16	1 875	.....	.....	2 168 64
Total villages, industrial and technical.....	34	.....	647	37	684	29	\$61 170 83	\$127 94	\$6 755 70	\$68 247 07
CITIES MAINTAINING INDUSTRIAL AND TECHNICAL SCHOOLS										
Albany.....	7	194	89	89	89	59	\$15 974 25	.....	.....	\$23 716 57
Anastatin.....	4	190	43	43	43	36	6 300	.....	.....	9 332 57
Buffalo.....	4	190	71	71	71	35	9 235 70	.....	.....	9 829 29
Buffalo.....	88	197	1 289	1 289	1 289	980	207 531 87	.....	.....	241 436 40
Cohoes.....	2	187	32	32	32	24	2 650	.....	.....	3 497 21
Corning district 13.....	2	183	47	47	47	35	3 675	\$175	.....	4 065 40
Dunkirk.....	5	192	160	160	160	97	9 953 63	.....	.....	11 933 63
Elmira.....	10	200	142	142	142	86	21 516 12	47 04	.....	22 283 74
Hornell.....	1	186	19	19	19	13	1 800	.....	.....	1 800
Hudson.....	1	191	24	24	24	19	3 980 83	.....	.....	2 018 54
Jamestown.....	2	195	35	35	35	24	3 989 92	.....	.....	4 830 43
Mechanicville.....	3	186	6	6	6	5	4 720 10	.....	.....	5 788 41
Mount Vernon.....	10	195	175	175	175	150	25 129 28	248 43	.....	28 966 80
New York.....	209	198	4 688	2 698	7 386	3 719	537 004 23	15 829 69	54 830 65	628 894 19

TABLE I (continued)
Teachers, attendance and expenses of instruction in vocational schools

CITIES MAINTAINING INDUSTRIAL AND TECHNICAL SCHOOLS	No. of teachers employed for full term	No. of days school was in session	NUMBER OF PUPILS REGISTERED			AVERAGE DAILY ATTENDANCE			EXPENSES OF INSTRUCTION				
			Boys	Girls	Total	Boys	Girls	Total	Teachers' wages	Textbooks	Other supplies used in instruction	Other expenses of instruction	Total
Niagara Falls.....	9	196	116	.....	116	94	.....	94	\$20,569 50	\$5 10	\$3,797 70	\$195 35	\$24,567 65
Norwich.....	1	183	17	.....	17	11	.....	11	1,500 ..	.....	.....	.....	1,500 ..
Rochester.....	44	192	970	.....	970	649	.....	649	115,320 71	.....	11,216 24	211 ..	\$126,747 95
Salamanca.....	1	192	20	.....	20	14	.....	14	2,000 ..	.....	.....	.....	2,000 ..
Troy.....	101	184	106	.....	106	100	.....	100	21,622 50	.....	3,883 66	.....	25,506 16
Utica.....	91	190	264	.....	264	142	.....	142	24,230 83	.....	6,882 50	.....	\$31,113 33
Yonkers.....	28	196	416	45	461	279	39	318	83,024 05	536 95	7,317 72	2,720 78	93,599 50
Total, cities, industrial and technical	452 ^a	.....	8,729	2,793	11,522	5,383	1,265	6,648	\$1,118,788 58	\$16,842 21	\$141,070 58	\$27,640 40	\$1,304,341 77

^a Expenses are for calendar year 1922.

TABLE I (continued)
Teachers, attendance and expenses of instruction in vocational schools

EVENING VOCATIONAL SCHOOLS	Total number of teachers employed	Number of hours per evening school was in session	NUMBER OF PUPILS REGISTERED		AVERAGE DAILY ATTENDANCE			EXPENSES OF INSTRUCTION						
			Boys	Girls	Total	Boys	Girls	Total	Teachers' wages	Textbooks	Other supplies used in instruction	Other expenses of instruction	TOTAL	
Albany.....	32	1 1/2	304	930	1 234	70	327	397	\$9 838 50	.....	.....	\$4 88	\$29 75	\$9 868 25
Amsterdam.....	4	2	20	143	163	14	47	61	634	.....	.....	.....	.....	638 88
Auburn.....	4	2	31	47	78	17	27	44	407 50	.....	.....	.....	25	432 50
Binghamton.....	9	2	40	232	272	21	94	115	891	.....	.....	.....	.....	891
Buffalo.....	143	2	2 593	399	2 992	1 540	292	1 832	81 663	.....	19 044 46	.....	.....	100 707 46
Dewey.....	13	2	56	66	122	33	53	86	1 961	.....	263 93	180	.....	2 404 93
Dunkirk.....	14	2	117	191	308	45	60	105	1 748	.....	163 44	.....	.....	1 911 44
Elmira.....	11	2	186	218	404	97	46	143	2 352	.....	61	.....	.....	2 413
Glen Falls.....	1	2	8	18	26	2	7	9	225	.....	.....	.....	.....	225
Hudson.....	9	2	71	111	182	45	84	129	596	.....	1 25	.....	.....	597 25
Utica.....	11	2	124	142	266	23	54	77	1 745 40	\$48 88	3	50 44	.....	1 847 72
Jamestown.....	5	2	37	102	139	18	35	53	526 50	.....	.....	.....	.....	526 50
Lockport.....	7	2	35	240	275	22	67	89	1 391 50	.....	291 50	.....	.....	1 708
Middletown.....	5	2	51	47	98	14	13	27	759 60	.....	.....	.....	.....	760 35
Niagara Falls.....	9	2	187	140	327	50	29	79	2 593 67	24	340 14	39	.....	2 996 81
New York.....	588	2	17 863	11 228	29 091	3 804	2 875	6 679	228 534 40	5 632 24	2 264 21	4 777 50	.....	241 198 35
Newburgh.....	2	2	19	28	47	7	10	17	195	.....	300	.....	.....	195
Niagara Falls.....	20	2	200	384	584	69	105	174	2 437 01	.....	.....	.....	.....	3 082 01
North Tonawanda.....	6	2	184	200	384	69	105	174	2 437 01	.....	86 54	.....	.....	1 672 54
Olean.....	10	2	101	90	191	24	15	39	1 026	.....	.....	.....	.....	1 026
Oneonta.....	2	2	.....	10	10	.....	6	6	86	.....	.....	.....	.....	86
Owego.....	7	2	46	139	185	15	48	63	1 700 66	.....	.....	.....	.....	1 700 66
Poughkeepsie.....	4	2	.....	217	217	.....	38	38	600	.....	3	115	.....	718
Rochester.....	70	2	991	756	1 747	538	413	951	3 521 50	.....	147 60	11 61	.....	3 680 71
Schenectady.....	28	2	95	297	392	50	179	229	2 003	.....	.....	.....	.....	2 003
Solvay.....	7	2	77	48	125	29	27	56	1 446 25	.....	88 75	.....	.....	1 535
Syracuse.....	34	2	420	430	850	215	285	500	8 195 50	.....	.....	.....	.....	8 195 50
Troy.....	28	2	224	473	697	128	312	440	5 564 50	230 78	.....	.....	.....	5 795 28
Utica.....	24	2	258	300	558	87	118	205	4 069	.....	.....	.....	.....	4 069
White Plains.....	6	2	36	114	150	10	14	24	812	.....	.....	.....	.....	812
Yonkers.....	26	2	742	341	1 083	148	99	247	8 875	.....	482 91	337 50	.....	9 695 41
Total, evening vocational.....	1 135	....	24 916	17 891	42 807	7 135	5 848	12 983	\$377 994 49	\$6 235 90	\$23 546 61	\$5 616 55	.....	\$413 393 55

TABLE I (continued)
Teachers, attendance and expenses of instruction in vocational schools

CITIES MAINTAINING PART-TIME SCHOOLS	TEACHERS			SESSION		NUMBER OF PUPILS REGISTERED			AVERAGE WEEKLY ATTENDANCE			EXPENSES OF INSTRUCTION				Total
	No. employed for full term of 180 days	No. employed at least 36 weeks, hrs. per week	No. employed less than 36 weeks, 4 hrs. per week	No. of days taught	No. of hours per day	Boys	Girls	Total	Boys	Girls	Total	Teachers' wages	Textbooks	Other supplies used in in- struction	Other expense of in- struction	
Albany	11	3		194	6	622	652	1 274	312	338	650	\$25 201		\$1 909 35	\$262 35	\$27 375 70
Amsterdam	9			190	6	380	524	904	189	281	470	15 602	\$117 84	212 21	85 24	16 017 29
Auburn	22	1	3	190	6	210	248	458	86	128	214	6 277 97		104 40	20 22	6 402 59
Batavia	12			200	8	80	91	171	41	47	88	4 000	28	222		4 250
Beacon		4		110	4	110	120	230	59	71	130	1 918 78				1 918 78
Binghamton	3			200	6	265	275	540	135	147	282	5 659 99				5 659 99
Buffalo	291			200	8	1 573	1 667	3 340	813	1 062	1 875	48 769		2 223 44		50 992 44
Canandaigua	1			190	5	49	27	76	24	16	40	1 698		131 77		1 832 77
Colosse	3			189	8	72	184	256	39	113	152	4 700		684 02		5 384 02
Corning district 9		2		97	4	53	29	82	25	19	44	1 239				1 239
Corning district 13		2		36	4	22	25	47	13	13	26	1 000		25 12		1 025 12
Cortland	4			40	6	16	14	30	9	12	21	1 000	108 79			1 000
Dunkirk	4			192	8	216	255	471	112	150	268	6 638 75		952 16		7 590 91
Elmira	4	1	5	200	6	296	386	682	126	251	377	8 066 50		371 03		9 037 53
Fulton		3		1	35	47	60	107	37	35	72	1 560				1 560
Geneva		2		72	4	38	35	73	21	21	42	824				824
Glen Cove		2		100	8	62	70	132	38	51	89	1 800				1 800
Glen Falls	1			188	2	102	138	240	81	68	149	2 200		50	125 30	1 923 30
Gloversville	2			193	7	152	290	442	81	68	149	5 559 75			40	2 290
Hornell	2			182	6	60	67	127	33	33	66	4 084 07	100	500		5 559 75
Ithaca	2	3		120	3	60	62	122	31	32	63	1 480 83				1 480 83
Johnstown	2			200	6	47	49	96	126	36	17	2 818 96	9 86			4 084 07
Kingston	2			195	6	320	254	574	166	129	295	9 635 80				2 828 82
Lackawanna	1			194	6	79	86	165	41	46	87	3 990	2 70	450	75	9 635 80
Little Falls	1	10		186	8	178	173	351	87	82	169	4 484 75			764 54	4 559 50
Lockport	3			100	7	82	101	183	29	39	68	1 445				4 757 24
Mechanicville	3			194	6	61	54	115	31	27	58	6 624 50	16 72			1 484 75
				33	4	53	60	113	23	34	57	1 735		3	37 08	6 817 44

	8	34	4	63	56	119	26	25	31	1 870	208 01	550 38	11 50	1 881 50
Middletown.....	4	200	5	313	307	620	112	97	209	8 639 10	208 01	550 38	206 50	9 663 90
Mt Vernon.....	2	193	5	199	169	368	112	97	156	5 228 50	31 48	248 06	38 50	5 807 53
New Rochelle.....	163	198	5	21 886	17 527	39 413	6 647	5 828	12 475	505 973	16 081 08	58 738 70	311 298 36	892 094 71
New York.....	1	191	8	96	93	179	37	36	73	3 624	149 49	728 22	585 87	3 624 08
Newburgh.....	23	196	6	338	349	687	176	196	372	7 234 50	149 49	728 22	585 87	8 708 08
Niagara Falls.....	11	72	4	176	145	321	95	81	176	3 328 50	149 49	728 22	585 87	3 414 31
North Tonawanda.....	1	195	8	58	48	80	18	21	39	1 400	149 49	728 22	585 87	1 400 77
Norwich.....	5	36	4	32	48	80	18	21	39	1 400	149 49	728 22	585 87	1 400 77
Ogdensburg.....	1	196	6	108	95	203	48	45	93	3 100	149 49	728 22	585 87	3 374 77
Olean.....	23	127	6	29	31	60	12	14	26	4 380	149 49	728 22	585 87	4 420 93
Oranida.....	5	80	4	24	38	62	19	29	48	1 795	149 49	728 22	585 87	1 870 77
Oswego.....	23	180	6	170	165	335	85	99	184	5 483 33	149 49	728 22	585 87	5 483 33
Plattsburgh.....	11	191	8	76	68	144	27	20	47	3 091 82	149 49	728 22	585 87	4 334 33
Port Jervis.....	1	186	8	133	179	312	52	93	145	5 207 02	149 49	728 22	585 87	2 375
Poughkeepsie.....	9	188	6	59	37	96	31	22	53	1 653	149 49	728 22	585 87	6 182 89
Rensselaer.....	343	234	8	1 037	2 034	3 961	507	487	994	51 871 75	46 23	7 042 77	3 846 79	62 807 51
Rochester.....	4	36	4	150	136	286	71	75	146	2 800	46 23	7 042 77	3 846 79	2 800
Rome.....	8	185	6	69	67	136	35	34	69	2 350	46 23	7 042 77	3 846 79	2 350
Salamanca.....	13	72	7	40	36	76	18	25	43	3 210	46 23	7 042 77	3 846 79	3 567 05
Saratoga Springs.....	13	192	7	980	829	1 812	472	359	821	26 377 65	46 23	7 042 77	3 846 79	30 018 81
Schenectady.....	157	180	7	887	841	1 728	411	410	821	39 505	46 23	7 042 77	3 846 79	41 508 84
Syracuse.....	4	72	4	96	84	152	13	24	67	1 840	46 23	7 042 77	3 846 79	1 840
Tonawanda.....	8	108	6	184	188	372	126	133	259	3 414	46 23	7 042 77	3 846 79	3 445 86
Troy.....	10	180	6	475	563	1 038	340	401	744	612 700	46 23	7 042 77	3 846 79	12 925
Utica.....	12	60	6	102	91	193	30	31	61	1 923 33	46 23	7 042 77	3 846 79	1 944 09
Watertown.....	2	144	8	75	75	150	29	35	64	2 293 33	46 23	7 042 77	3 846 79	2 293 33
Watervliet.....	2	188	8	95	81	176	40	39	79	3 780	46 23	7 042 77	3 846 79	6 463 01
White Plains.....	83	196	6	845	819	1 664	295	287	582	19 239 09	46 23	7 042 77	3 846 79	22 156 21
Yonkers.....	3571	114	97	35 351	31 054	66 405	12 692	12 437	25 129	\$820 610 74	\$18 555 97	\$84 228 27	\$320 294 74	\$1 343 089 72
Total cities, part-time.....														

a Expenses are for calendar year 1922.

TABLE 1 (concluded)
Teachers, attendance and expenses of instruction in vocational schools

VILLAGES MAINTAINING PART-TIME SCHOOLS	TEACHERS		SESSION		NUMBER OF PUPILS REGISTERED			AVERAGE WEEKLY ATTENDANCE			EXPENSES OF INSTRUCTION				
	No. employed at full term of 180 days	No. employed at least 36 weeks, hrs. per week	No. employed less than 36 weeks, hrs. per week	No. of days taught	No. of hours per day	Boys		Girls		Total	Teachers' wages	Textbooks	Other supplies used in in- struction	Other expense of in- struction	Total
						Boys	Girls	Boys	Girls						
Bay Shore.....	2	2	1	114	4	38	18	56	17	8	\$1 628				\$1 628
Dausville.....	2	2	1	36	4	7	13	20	3	5	440				440 84
Depew.....	3	1	2	200	4	85	64	149	48	26	3 043		\$120 84		3 163
Endicott.....	3	3	1	108	4	69	56	125	30	32	1 950				1 950
Fredonia.....	3	3	1	36	4	14	37	51	6	19	579 50				579 50
Freeport.....	3	3	1	36	4	25	20	45	11	8	734 50				734 50
Hastings-on-Hudson.....	2	2	1	36	4	33	16	49	20	14	1 000				1 000
Haverstraw.....	2	2	1	68	4	23	17	40	12	4	798				798
Hempstead.....	4	4	1	76	3	43	84	167	44	16	1 369 53				1 369 53
Herkimer.....	1	4	4	36	4	55	51	106	28	32	50				1 263 22
Hudson Falls.....	2	2	1	72	4	48	48	96	36	32	1 245 71	\$70	36 87	\$19 94	1 368 55
Huntington.....	4	4	2	63	4	35	33	68	13	10	688 75				997
Ilion.....	3	3	1	42	4	33	33	66	22	20	907				907
Johnson City.....	3	3	1	38	4	43	32	76	22	42	900				900
Lawrence.....	2	2	1	180	2	75	62	137	37	24	2 074				2 074
Lawrence.....	2	2	1	109	4	86	49	135	46	27	2 080				2 080
Malone.....	1	1	1	38	2	18	8	26	5	10	238 50	80	90		238 50
Mamaroneck.....	2	2	3	36	4	23	30	53	11	18	1 296				1 466
Massena.....	3	3	2	36	2	30	26	56	10	12	900			3 04	903 01
Medina.....	2	2	1	194	4	54	43	97	32	23	1 600			75	1 675
Newark.....	2	2	1	76	6	28	32	60	17	19	1 380				1 380
North Tarrytown.....	5	5	3	36	4	45	43	88	19	24	3 000				3 000
Ossining.....	1	2	3	187	7	65	55	120	30	28	3 300		275 84	283 40	3 859 24
Packogue.....	2	2	2	54	8	54	76	130	29	45	1 260				1 260
Pekskill district 7.....	4	4	2	38	4	49	67	116	25	34	1 500	75 75	95	81 49	1 752 94
Pekskill district 8.....	1	1	2	36	4	32	48	80	16	29	800		55 19		855 19
Penn Yan.....	2	2	1	72	8	14	21	35	6	12	744				744
Port Chester.....	10	2	2	35	5	152	151	303	79	105	1 807				1 807

Port Washington.....	5	36	4	31	29	60	15	16	31	1 215 ..	30 ..	235 ..	.....	1 480 ..
Saranac Lake.....	3	192	51	10	20	30	7	15	22	973 40	15 76	86 59	75 ..	1 150 75
Seneca Falls.....	2	180	31	40	45	85	21	27	48	1 907 ..	10 30	15 ..	.....	1 632 30
Solvay.....	3	87	6	59	81	140	25	39	64	2 051 75	.....	115 72	77 ..	2 244 47
Tarrytown.....	3	40	4	19	15	34	9	5	14	1 850 ..	.....	.....	.....	1 850 35
Walden.....	3	32	4	38	33	71	18	19	37	1 940 ..	40 35	.....	.....	1 980 35
Watford.....	4	72	4	27	41	68	12	23	35	1 900 ..	12 80	8 ..	.....	1 920 80
Waverly.....	4	73	4	28	18	46	10	8	18	1 200 ..	21 52	.....	.....	1 921 52
Whitehall.....	3	72	4	45	57	102	36	28	65	1 260 ..	.....	.....	.....	1 260 ..
Total, villages, part-time..	7	.....	.....	1 580	1 575	3 155	805	849	1 654	848 592 14	\$287 18	\$1 134 05	\$614 87	\$50 628 24
Total, cities, part-time..	357	.....	.....	35 351	31 054	66 405	12 052	12 437	25 129	920 610 74	18 553 97	84 228 27	320 294 74	1 343 089 72
Total, part-time.....	364	.....	.....	36 931	32 629	69 560	13 497	13 286	26 783	969 202 88	18 843 15	85 362 32	320 909 61	1 394 317 96
Total, villages, homemaking..	103	.....	.....	.....	2 283	2 283	.....	1 903	1 903	\$134 588 70	\$239 18	\$5 501 76	\$3 201 31	\$143 530 95
Total, cities, homemaking..	581	.....	.....	.....	1 806	1 806	.....	1 189	1 189	113 913 18	12 21	1 357 09	840 13	116 122 61
Total, villages, industrial..	34	.....	.....	647	37	684	506	29	535	61 170 53	127 94	6 755 70	192 60	68 247 07
Total, cities, industrial..	452	.....	.....	8 729	2 793	11 522	5 383	1 265	6 648	1 118 788 58	16 842 21	141 070 58	27 640 40	1 304 341 77
Total, agricultural.....	83	.....	.....	1 517	8	1 525	1 157	6	1 163	174 025 86	80 09	2 084 31	2 306 72	178 496 98
Total, day vocational (ex- cluding part-time schools)	732	.....	.....	10 893	6 927	17 820	7 046	4 392	11 438	\$1 602 487 15	\$17 301 63	\$156 769 44	\$34 181 16	\$1 810 739 38
Total, evening vocational..	476	24 916	17 891	42 807	7 135	5 848	12 983	377 994 49	6 235 90	23 546 61	5 616 55	413 393 55

EXHIBIT J

EXHIBIT J

EXAMINATIONS

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TABLE I
Examinations held July 31, 1922 to July 31, 1923

	Question papers printed	Answer papers written	Answer papers claimed	Answer papers accepted	By whom question papers are prepared	By whom answer papers are rated
Grade.....						
Preliminary.....	1 340 000 941 500	a..... a.....	a..... a.....	a..... a.....	Dist. superintendents. Question committees.....	Dist. superintendents, Dist. superintendents and principals.
Academic.....	1 650 100 125 000	721 734 33 300	585 595 33 390	529 714 28 249	Question committees..... Dept supervisors and examiners.	Dept examiners, Dept examiners, 1
Cornell scholarship.....	4 500	2 882	2 882	.....	Dept supervisors and examiners.	Dept examiners.
Professional.....	178 775	24 771	24 771	20 906	Professional boards.....	Professional boards.
Total.....	4 249 775	782 777	646 638	578 869		

a No statistics available.

TABLE 2

Credentials and licenses issued July 31, 1922 to July 31, 1923

	Number	On examin- ation	Without examin- ation	Examin- ations and partial equivalent
Preliminary certificates.....	49 652	49 652	.....	.....
Academic credentials:				
Academic diplomas.....	6 714	6 714	.....	.....
Academic diplomas in commercial subjects.....	233	233	.....	.....
Academic diplomas in vocational subjects.....	49	49	.....	.....
College entrance diplomas.....	2 267	2 267	.....	.....
Music diplomas.....	8	8	.....	.....
Advanced academic diplomas.....	1 264	1 264	.....	.....
Commercial certificates.....	131	131	.....	.....
College entrance certificates.....	8	8	.....	.....
Teachers certificates.....	8 605	4 674	4 531	.....
Qualifying certificates:				
Law.....	2 439	252	1 954	233
Medicine.....	519	.....	515	4
Dentistry.....	345	1	328	16
Veterinary medicine.....	26	1	24	1
Optometry.....	63	6	55	2
Pharmacy.....	902	125	677	100
Chiropody.....	130	2	124	4
Nursing.....	2 391	21	2 353	17
Oral hygiene.....	112	.....	111	1
Osteopathy.....	40	1	37	2
C. P. A.....	.....	.....	.....	.....
Professional licenses:				
Architect.....	971	1	970	.....
Certified shorthand reporter.....	6	6	.....	.....
Certified public accountant.....	166	164	2	.....
Chiropody.....	33	33	.....	.....
Dentistry.....	490	495	25	.....
Dental hygiene.....	132	132	.....	.....
Druggist.....	149	147	2	.....
Medical.....	893	601	112	.....
Nurse.....	5 127	900	4 227	.....
Trained nurse.....	13	.....	13	.....
Trained attendant.....	46	.....	46	.....
Optometry.....	108	97	11	.....
Pharmacy.....	390	364	26	.....
Junior pharmacy.....	455	455	.....	.....
Veterinary.....	28	26	2	.....
Total preliminary certificates.....	49 652	49 652	.....	.....
Total academic credentials.....	10 674	10 674	.....	.....
Total teachers certificates.....	8 605	4 674	4 531	.....
Total qualifying certificates.....	6 967	409	6 178	380
Total professional licenses.....	8 917	3 481	5 436	.....
Grand total.....	84 815	68 290	16 145	380

1. No longer issued.

TABLE 3

Statistics of academic examinations in the approved secondary schools January and June 1923

SUBJECT	NUMBER OF PAPERS WRITTEN	NUMBER OF PAPERS CLAIMED	NUMBER OF PAPERS ACCEPTED	PER- CENTAGE OF PAPERS WRITTEN CLAIMED	PER- CENTAGE OF PAPERS WRITTEN ACCEPTED	PER- CENTAGE OF PAPERS CLAIMED ACCEPTED
English						
Second year.....	32 289	27 331	27 037	84.6	83.7	98.9
Third year.....	21 717	18 874	17 430	86.0	80.3	92.3
Three years.....	15 398	12 906	12 134	84.3	79.3	94.9
Fourth year.....	18 864	16 640	15 656	88.2	83.0	94.1
Four years.....	10 708	0 276	8 246	86.6	77.0	88.9
Grammar.....	15 735	12 259	11 627	77.0	73.9	94.8
History of English language and literature.....	595	402	372	79.6	73.7	92.5
Total.....	115 126	97 688	92 502	84.9	80.3	94.7
German						
Second year.....	1 532	1 353	1 304	88.3	85.1	96.4
Third year.....	397	350	328	88.2	82.6	93.7
Fourth year.....	116	103	90	88.8	85.3	96.1
Total.....	2 045	1 806	1 731	88.3	84.6	95.8
French						
Second year.....	22 165	17 193	14 441	77.6	65.2	81.0
Third year.....	7 935	6 179	5 649	77.9	71.2	91.4
Fourth year.....	281	401	373	83.4	77.5	93.0
Total.....	30 581	23 773	20 463	77.7	66.9	86.1
Spanish						
Second year.....	11 338	8 430	7 442	74.4	65.6	88.3
Third year.....	4 494	3 790	3 556	84.9	79.7	93.8
Fourth year.....	299	250	230	83.6	76.9	92.0
Total.....	16 101	12 470	11 228	77.4	69.7	90.0
Italian						
Second year.....	296	258	235	87.2	79.4	91.1
Third year.....	107	95	85	88.8	79.4	89.5
Total.....	403	353	320	87.6	79.4	90.7
Hebrew						
Second year.....	46	44	37	95.7	80.4	84.1
Latin						
Grammar.....	64	63	62	98.4	96.9	98.4
First 2 years.....	24 857	18 082	16 300	72.7	65.8	90.5
Third year.....	6 670	5 567	5 111	83.5	76.6	91.8
Three years.....	4 327	3 676	3 490	85.0	80.7	91.9
Fourth year.....	2 851	2 573	2 458	90.2	86.2	95.5
Four years.....	366	206	246	80.9	67.2	83.1
Prose composition.....	167	146	145	87.4	86.8	99.3
Prose at sight.....	213	207	205	97.2	96.2	99.0
Verse at sight.....	104	102	102	98.1	98.1	100.0
Total.....	39 619	30 712	28 179	77.5	71.1	91.8
Greek						
First year.....	83	45	42	54.2	50.6	93.3
Second year.....	139	110	104	79.1	74.8	94.5
Third year.....	49	48	48	98.3	98.0	100.0
Total.....	271	203	194	74.9	71.6	95.6
Mathematics						
Elementary algebra.....	66 050	49 907	47 236	74.9	70.9	94.6
Intermediate algebra.....	22 825	17 025	17 016	78.5	74.5	94.0
Advanced algebra.....	2 621	1 946	1 851	74.2	70.6	95.1
Plane geometry.....	44 857	30 876	27 509	68.8	61.5	80.4
Solid geometry.....	3 566	2 729	2 417	76.5	67.8	88.6
Plane trigonometry.....	3 679	2 873	2 756	78.1	74.9	95.0
Spheric trigonometry.....	15	12	9	80.0	60.0	75.0
Total.....	144 222	106 268	98 884	73.7	68.6	93.1

TABLE 3 (concluded)

Statistics of academic examinations in the approved secondary schools January and June 1923

SUBJECT	NUMBER OF PAPERS WRITTEN	NUMBER OF PAPERS CLAIMED	NUMBER OF PAPERS ACCEPTED	PER- CENTAGE OF PAPERS WRITTEN CLAIMED	PER- CENTAGE OF PAPERS WRITTEN ACCEPTED	PER- CENTAGE OF PAPERS CLAIMED ACCEPTED
Science						
Physics.....	17 548	12 640	11 407	72.0	65.0	90.2
Chemistry.....	10 095	7 211	6 791	67.4	63.5	94.2
Applied chemistry.....	1 149	855	805	74.4	70.1	94.2
Biology.....	47 702	49 033	35 050	83.9	73.5	97.6
Advanced biology.....	1 728	1 288	1 202	74.5	73.0	98.0
Elementary botany.....	561	510	353	77.2	53.4	69.2
Advanced botany.....	362	275	259	76.0	71.5	94.7
Elementary zoology.....	371	324	268	87.3	72.2	82.7
Advanced zoology.....	643	601	599	93.5	93.2	99.7
Physiology and hygiene.....	2 020	1 083	1 448	82.9	71.4	86.0
Physical geography.....	4 743	3 800	2 985	80.1	62.9	78.6
Total.....	87 631	69 220	61 233	79.0	69.9	88.5
History						
Major sequence, Course A....	26 024	29 807	19 107	80.2	73.4	91.6
Major sequence, Course B....	18 109	15 031	14 300	83.0	79.0	95.1
Major sequence, Course C....	31 461	27 123	24 735	86.2	78.6	91.2
Minor sequence, first year....	215	170	132	79.1	61.4	77.6
Civics.....	44 897	38 142	38 134	85.0	84.9	99.9+
Economics.....	11 434	9 177	8 358	80.3	73.1	91.1
Total.....	132 140	110 510	104 766	83.6	79.3	94.8
Commercial subjects						
Bookkeeping I.....	11 157	8 818	7 873	79.0	70.6	89.3
Bookkeeping II.....	7 504	6 626	6 176	87.6	81.6	93.2
Commercial arithmetic.....	11 781	7 558	6 515	64.2	55.3	86.2
Commercial law.....	4 497	3 993	3 694	88.8	82.1	92.5
Commercial geography.....	11 011	9 196	7 099	83.5	64.5	77.2
Business English.....	3 026	2 924	2 253	80.6	62.1	77.1
Business writing.....	10 583	15 006	15 001	90.5	90.5	99.9+
Shorthand I.....	6 615	5 011	4 813	75.8	72.8	96.0
Shorthand II.....	7 397	6 320	6 184	86.5	84.6	97.8
Typewriting.....	10 588	8 462	8 087	79.9	76.4	95.0
Total.....	90 729	73 916	67 695	81.5	74.6	91.6
Drawing						
Elementary representation....	25 018	22 823	22 219	91.2	88.8	97.3
Elementary mechanical.....	4 548	3 793	3 533	83.4	77.7	93.1
Intermediate.....	1 091	1 005	886	92.1	81.2	88.2
Total.....	30 657	27 626	26 638	90.1	86.9	96.4
Psychology.....	234	222	181	94.9	77.4	81.5
History of education.....	81	76	61	90.5	76.2	84.2
Music						
aElementary harmony.....	231	185	150	80.1	67.5	84.3
aHistory of music and appre- ciation.....	379	257	231	92.1	82.8	89.9
aEar training and melody writing.....	680	567	511	82.3	74.2	90.1
Elementary theory.....	4 880	3 931	3 667	80.6	75.1	93.3
Total.....	6 079	4 940	4 565	81.3	75.1	92.4
Grand total.....	695 968	559 827	518 680	80.4	74.5	92.7

a June examination only.

TABLE 4

Statistics of academic examinations in the approved secondary schools of the State, January and June 1923

High schools in cities

SCHOOL	PAPERS WRITTEN	PAPERS CLAIMED	PAPERS ACCEPTED	PER- CENTAGE OF PAPERS WRITTEN ACCEPTED	PER- CENTAGE OF PAPERS CLAIMED ACCEPTED
Albany H. S.	4 930	4 071	3 895	78.9	93.7
Amsterdam H. S.	2 248	1 593	1 438	94.0	90.3
Auburn					
Auburn H. S.	3 179	2 621	2 426	79.3	92.6
Auburn J. H. S.	914	748	735	80.4	98.3
Batavia H. S.	2 161	1 813	1 733	80.2	93.8
Beacon H. S.	780	662	594	75.3	80.7
Binghamton H. S.	4 599	4 064	4 033	89.4	99.2
Buffalo					
Hutchinson-Central H. S.	10 015	8 321	8 064	80.5	96.9
Lafayette H. S.	5 992	5 139	4 990	83.3	97.1
Masten Park H. S.	8 887	7 186	6 995	78.7	97.3
South Park H. S.	4 786	3 453	3 205	68.2	94.6
Technical H. S.	3 501	2 621	2 531	72.3	96.6
Canandaigua Academy	1 706	1 371	1 324	77.0	95.6
Cohoes, Egberts H. S.	900	679	622	69.1	91.6
Corning					
Corning Free Academy	1 251	1 047	939	75.1	89.7
Northside H. S.	1 227	880	800	65.9	91.0
Cortland H. S.	1 482	1 335	1 258	84.9	94.2
Dunkirk H. S.	2 490	1 976	1 836	73.5	92.9
Elmira Free Academy	4 664	4 049	3 970	80.2	98.0
Fulton H. S.	1 594	1 408	1 325	83.1	94.1
Geneva H. S.	1 460	1 248	1 191	81.6	95.4
Glen Cove H. S.	312	247	236	75.6	95.5
Glen Falls H. S.	1 927	1 642	1 571	81.5	95.7
Gloversville H. S.	2 383	2 058	1 955	82.0	95.0
Hornell H. S.	2 506	1 897	1 769	70.6	93.3
Hudson H. S.	1 343	1 174	1 049	78.1	89.4
Ithaca H. S.	3 398	2 658	2 550	75.2	96.2
Jamestown H. S.	4 535	3 817	3 682	81.2	96.5
Johnstown H. S.	1 383	1 192	1 155	83.5	96.9
Kingston H. S.	2 785	2 549	2 432	87.3	95.4
Lackawanna H. S.	748	557	480	65.4	87.8
Little Falls H. S.	799	707	657	82.2	92.9
Lockport H. S.	2 436	1 800	1 736	71.3	91.9
Long Beach U. S.	60	80	68	68.7	85.0
Mechanicville H. S.	775	650	614	79.2	94.5
Middletown H. S.	1 737	1 377	1 350	77.7	98.0
Mount Vernon H. S.	4 981	4 158	4 011	80.5	96.5
New Rochelle H. S.	3 959	3 235	3 121	78.8	96.5
New York City					
Bay Ridge H. S.	5 820	5 081	5 020	86.3	98.8
Brooklyn Boys H. S.	11 408	10 522	10 483	91.9	96.6
Brooklyn Technical H. S.	2 590	2 046	1 917	73.8	93.7
Bryant H. S.	3 446	2 781	2 733	79.3	98.3
Bushwick H. S.	6 920	5 380	5 244	75.8	97.5
Commercial H. S.	4 846	3 994	3 951	81.5	98.0
Curtis H. S.	3 784	3 207	3 180	84.0	97.3
DeWitt Clinton H. S.	14 490	12 798	12 640	87.3	98.8
Eastern District H. S.	8 216	7 143	7 008	85.3	98.1
Erasmus Hall H. S.	12 043	9 277	9 169	76.2	98.8
Evander Childs H. S.	9 136	7 874	7 843	85.8	96.6
Far Rockaway H. S.	2 157	1 870	1 850	85.8	98.6
Flushing H. S.	3 510	2 915	2 861	81.5	98.1
George Washington H. S.	2 841	2 047	1 930	68.3	94.7
Girls Commercial H. S.	2 120	1 883	1 786	84.2	94.8
Girls H. S.	5 243	4 506	4 451	85.1	98.8
Haaren H. S.	435	308	294	67.6	95.5
High School of Commerce	2 603	2 376	2 325	86.3	97.9
Hunter College, h. s. dept.	2 624	2 543	2 508	95.6	98.6
Jamaica H. S.	4 251	3 231	3 117	73.3	96.5
Julia Richman H. S.	6 406	4 870	4 775	74.5	98.0
Manual Training H. S.	8 334	6 102	6 233	74.8	96.5

TABLE 4 (continued)

Statistics of academic examinations in the approved secondary schools of the State, January and June 1923
High schools in cities (continued)

SCHOOLS	PAPERS WRITTEN	PAPERS CLAIMED	PAPERS ACCEPTED	PER- CENTAGE OF PAPERS WRITTEN ACCEPTED	PER- CENTAGE OF PAPERS CLAIMED ACCEPTED
New York City (continued)					
Morris H. S.	9,843	8,327	8,260	83.9	99.2
New Utrecht H. S.	2,714	2,421	2,394	88.2	98.9
Newtown H. S.	4,559	3,930	3,883	85.2	98.8
Richmond Hill H. S.	4,175	3,157	3,050	73.2	96.8
Stuyvesant H. S.	13,124	10,393	10,148	77.3	97.6
Textile H. S.	493	209	120	25.0	60.3
Theodore Roosevelt H. S.	1,977	1,043	1,562	79.0	95.1
Townsend Harris Hall (prep. dept. Coll. of City of N. Y.)	4,999	4,412	4,300	80.0	97.5
Wadleigh H. S.	8,340	6,972	6,838	81.9	98.1
Washington Irving H. S.	8,933	6,730	6,387	71.5	94.0
Bay Ridge Evening H. S.	341	262	249	73.0	95.0
Bronx Evening H. S. for Women	717	457	422	58.9	92.3
Brooklyn Evening H. S. for Men	1,589	1,387	1,305	82.1	94.1
Central Evening H. S.	338	289	270	79.9	93.4
East Side Evening H. S. for Men	1,274	1,034	950	75.3	92.7
Eastern Evening H. S. for Men	577	379	317	54.9	83.6
Harlem Evening H. S. for Men	1,470	957	830	56.8	87.7
Harlem Evening H. S. for Women	330	286	268	81.2	93.7
Morris Evening H. S. for Men	1,010	715	674	60.1	94.3
New Lots Evening H. S.	221	171	145	65.6	84.8
N. Y. Evening H. S. for Men	1,132	900	823	72.7	90.5
N. Y. Evening H. S. for Women	372	372	331	80.9	89.0
Seward Park Evening H. S.	37	37	23	62.2	62.2
Washington Heights Evening H. S.	820	645	535	64.5	82.0
Williamsburg Evening H. S. for Women	603	455	370	61.4	81.3
Abraham Lincoln J. H. S.	483	425	393	81.4	92.5
B. D. L. Southerland J. H. S.	78	78	73	93.6	93.6
Charles O. Dewey J. H. S.	426	300	270	64.8	80.3
Elmer Ellsworth J. H. S.	517	407	329	63.6	80.8
Franklin K. Lane J. H. S.	268	238	225	84.0	94.5
Humboldt J. H. S.	682	615	581	85.2	94.5
Isaac S. Remsen J. H. S.	299	217	180	83.2	87.1
James K. Paulding J. H. S.	140	135	110	70.9	88.1
Joan of Arc J. H. S.	218	216	212	97.2	98.1
John Ericsson J. H. S.	120	73	61	50.8	83.6
Julia Ward Howe J. H. S.	255	214	208	81.6	97.2
Junior H. S. No. 55	450	345	330	72.4	95.7
Lake J. H. S. (J. H. S. No. 61)	377	232	191	50.7	82.3
Lucy Larcom J. H. S.	257	242	236	91.8	97.5
Matthew J. Elges J. H. S.	81	54	45	55.6	83.3
Mt Morris J. H. S.	181	170	160	93.4	90.4
Nathan Hale J. H. S.	42	27	25	50.5	92.6
Patrick Henry J. H. S.	350	280	247	69.4	88.2
Paul Hoffman J. H. S.	328	225	225	98.6	100.0
Rutherford J. H. S.	245	166	147	60.0	88.6
St Clair McKelway J. H. S.	950	733	645	67.0	88.0
Speyer J. H. S. (Intermediate No. 43)	344	285	280	81.1	98.2
Tottenville J. H. S.	230	188	150	67.8	83.0
Newburgh Free Academy	2,784	1,780	1,638	58.8	91.7
Niagara Falls H. S.	3,704	3,263	3,152	85.1	96.6
North Tonawanda H. S.	1,257	1,068	1,034	82.3	96.8
Norwich H. S.	1,353	1,068	995	73.5	93.2
Ogdenburg Free Academy	1,406	1,245	1,139	77.7	91.5
Olean H. S.	2,755	2,307	2,203	80.0	95.5
Oneida H. S.	1,837	1,480	1,415	77.0	95.0
Oneonta H. S.	1,740	1,542	1,470	84.5	95.7
Oswego H. S.	2,770	2,200	2,140	77.3	93.1
Plattsburg H. S.	1,937	720	687	66.2	94.2
Port Jervis H. S.	1,340	1,168	1,106	82.5	94.7
Poughkeepsie H. S.	4,282	3,733	3,637	84.9	97.4
Rensselaer H. S.	1,683	952	905	83.6	95.1

¹ June examination only.
² January examination only.

TABLE 4 (continued)

Statistics of academic examinations in the approved secondary schools of the State, January and June 1923

High schools in cities (concluded)

SCHOOLS	PAPERS WRITTEN	PAPERS CLAIMED	PAPERS ACCEPTED	PER- CENTAGE OF PAPERS WRITTEN ACCEPTED	PER- CENTAGE OF PAPERS CLAIMED ACCEPTED
Rochester					
Charlotte H. S.....	882	504	432	49.0	85.7
East H. S.....	3 501	2 419	2 203	64.6	93.6
Kodak H. S.....	210	135	120	57.1	88.9
West H. S.....	4 462	3 307	3 214	72.0	97.2
Rome Free Academy.....	2 299	1 859	1 800	78.3	97.3
Salamanca H. S.....	1 275	1 933	946	74.2	91.6
Saratoga Springs H. S.....	2 031	1 513	1 373	97.6	99.7
Schenectady					
Schenectady H. S.....	8 328	6 902	6 665	80.0	96.6
Excelsior H. S.....	571	429	399	69.9	93.0
Porter J. H. S.....	140	123	93	66.4	75.6
Syracuse					
Blodgett Vocational H. S.....	4 923	3 505	3 361	68.3	95.0
Central H. S.....	5 256	4 306	4 141	78.8	96.2
Edward Smith J. H. S.....	425	383	376	88.5	98.2
Lincoln J. H. S.....	166	156	152	91.6	97.4
North H. S.....	2 423	1 906	1 807	74.6	94.8
Madison J. H. S.....	90	83	81	90.0	97.6
Tonawanda H. S.....	1 419	1 094	1 030	72.6	94.1
Troy H. S.....	2 971	2 480	2 352	79.2	94.8
Utica Free Academy.....	5 549	4 965	4 880	87.0	98.3
Watertown H. S.....	2 674	2 501	2 487	93.0	99.4
Watervliet H. S.....	1 529	1 069	940	61.9	88.5
White Plains H. S.....	3 226	2 787	2 654	82.3	95.2
Yonkers					
Yonkers H. S.....	6 838	5 680	5 522	80.8	97.2
Saunders Trades.....	240	153	113	47.1	73.9
Total.....	394 244	323 743	312 349	79.2	96.5

¹ June examination only.

TABLE 4 (continued)

Statistics of academic examinations in the approved secondary schools of the State, January and June 1923

High schools in incorporated villages

SCHOOLS	PAPERS WRITTEN	PAPERS CLAIMED	PAPERS ACCEPTED	PER- CENTAGE OF PAPERS WRITTEN ACCEPTED	PER- CENTAGE OF PAPERS CLAIMED ACCEPTED
Albion H. S.	1 301	1 081	1 024	78.7	94.7
Baldwin H. S.	544	485	456	83.8	94.0
Ballston Spa H. S.	625	535	515	82.4	96.3
Bay Shore H. S.	695	575	523	75.3	91.0
Carthage H. S.	756	651	592	78.3	90.0
Catskill P. A.	579	466	444	76.7	95.3
Dansville H. S.	710	560	537	75.6	95.9
Depew H. S.	454	425	399	87.9	93.9
East Rochester H. S.	588	465	425	72.3	91.4
East Syracuse H. S.	716	553	464	64.8	83.0
Fairport H. S.	615	498	462	75.1	92.8
Frankfort H. S.	549	377	312	56.8	82.8
Franklin Academy, Malone	1 483	1 307	1 284	86.6	98.2
Fredonia U. S.	423	305	260	61.5	85.2
Freeport H. S.	1 057	961	916	86.7	95.3
Gouverneur H. S.	955	781	736	77.1	94.2
Harrison H. S.	526	400	361	68.6	90.3
Hastings-on-Hudson H. S.	584	478	440	75.3	92.1
Haverling H. S., Bath	819	632	593	72.4	93.8
Haverstraw H. S.	1 137	889	802	70.5	90.2
Hempstead H. S.	2 428	1 064	1 459	90.1	87.7
Herkimer H. S.	988	901	836	84.6	92.8
Hoosick Falls H. S.	579	454	389	67.2	85.7
Hudson Falls H. S.	889	741	718	80.8	96.0
Huntington H. S.	1 272	1 068	1 030	81.0	93.8
Ilion H. S.	1 523	1 162	1 118	73.4	96.2
Johnson City H. S.	766	666	658	85.9	98.8
Lancaster H. S.	541	472	443	81.9	93.9
Lansingburg H. S.	1 366	1 139	1 076	78.8	94.5
Lawrence H. S.	1 110	961	898	80.9	93.4
LeRoy H. S.	662	577	556	84.0	96.4
Lynbrook H. S.	1 263	1 114	1 061	84.0	95.2
Mamaroneck H. S.	947	758	725	76.6	95.6
Massena H. S.	781	674	630	81.4	94.4
Medina H. S.	885	802	784	88.6	97.8
Mynderse Academy, Seneca Falls	890	756	729	81.9	96.4
Newark H. S.	690	594	553	80.1	93.1
North Tarrytown H. S.	730	567	512	70.1	90.3
Nyack H. S.	587	493	387	65.9	96.0
Ossining H. S.	1 260	1 011	953	75.6	94.3
Owego Free Academy	837	697	651	77.8	93.4
Patchogue H. S.	1 181	990	930	78.7	93.0
Peekskill					
Drum Hill H. S.	1 342	1 115	1 058	78.8	94.0
Oakside H. S.	827	630	580	70.1	92.1
Pelham H. S., Pelham Manor	861	705	740	85.9	96.7
Penn Yan Academy	1 486	1 204	1 015	68.3	84.3
Perry H. S.	766	661	609	80.1	92.1
Port Chester H. S.	2 166	1 753	1 645	76.2	93.8
Port Washington H. S.	679	597	573	84.4	96.0
Roslyn H. S.	457	342	323	70.7	94.4
Saranac Lake H. S.	851	725	670	78.7	92.4
Saugerties H. S.	665	595	530	70.7	89.1
Scotia H. S.	1 137	882	780	68.6	88.4
Solvay H. S.	750	601	577	76.0	96.0
South Side H. S., Rockville Center	1 691	991	954	87.4	96.3
Spring Valley H. S.	1 173	971	882	75.2	90.8
Ticonderoga H. S.	682	612	573	84.0	93.6
Tupper Lake H. S.	566	494	445	78.6	90.1
Union-Endicott H. S., Endicott	1 751	1 476	1 431	81.7	97.0
Walden H. S.	572	523	510	89.2	97.5
Washington Irving H. S., Tarrytown	937	634	579	61.8	91.3
Waterford H. S.	593	417	388	77.1	93.0
Waverly H. S.	935	811	769	82.2	94.8
Wellsville H. S.	1 266	1 023	924	76.6	90.3
Whitehall H. S.	670	608	582	86.9	95.7
Total	59 361	40 955	45 784	77.1	93.3

TABLE 4 (continued)

Statistics of academic examinations in the approved secondary schools of the State, January and June 1923

Schools of academic grade in supervisory districts

High schools

SCHOOLS	PAPERS WRITTEN	PAPERS CLAIMED	PAPERS ACCEPTED	PER- CENTAGE OF PAPERS WRITTEN ACCEPTED	PER- CENTAGE OF PAPERS CLAIMED ACCEPTED
Adams H. S.	662	548	494	74.6	90.1
Addison H. S.	690	519	473	68.6	91.1
Alton H. S.	344	255	224	65.1	87.8
Akron H. S.	587	526	492	83.8	93.5
Alden H. S.	332	294	262	78.9	89.1
Alexander H. S.	138	88	61	44.2	69.3
Alexandria Bay H. S.	521	397	362	69.5	91.2
Alfred H. S.	329	242	189	59.1	78.1
Allegany H. S.	365	291	230	63.0	79.0
Almond H. S.	154	166	102	66.2	96.2
Altamont H. S.	220	163	139	63.2	85.3
Amenia H. S.	292	217	183	62.7	84.3
Amityville H. S.	484	420	405	83.7	96.4
Andover H. S.	288	243	218	75.7	89.7
Angola H. S.	629	466	345	54.8	74.0
Antwerp H. S.	297	242	222	74.7	91.7
Arcade H. S.	353	223	196	55.5	87.9
Ardley H. S.	235	149	117	49.8	78.5
Argyle H. S.	182	142	134	73.6	94.4
Athens H. S.	205	143	119	58.0	83.2
Attica H. S.	594	491	446	75.1	90.8
Ausable Forks H. S.	504	364	303	60.1	83.2
Avoca H. S.	232	187	165	71.1	88.2
Avon H. S.	400	315	298	74.5	94.6
Babylon H. S.	427	382	378	88.5	99.0
Bainbridge H. S.	260	203	180	69.2	88.7
Baldwinsville F. A.	795	546	529	75.0	96.9
Barker H. S.	467	325	281	60.2	86.5
Belfast H. S.	497	286	190	46.7	66.4
Belmont H. S.	315	297	169	53.7	81.0
Bergen H. S.	344	211	186	54.1	88.2
Berlin H. S.	294	171	156	70.5	91.2
Black River H. S.	202	178	143	70.8	80.3
Blasdell H. S.	197	176	163	82.7	92.6
Bliss H. S.	187	136	111	59.4	81.6
Bolivar H. S.	478	322	212	44.4	65.8
Boonville H. S.	632	464	415	65.7	89.4
Brasher & Stockholm H. S., Brasher Falls.	210	109	93	44.3	85.3
Brewster H. S.	426	375	345	81.0	92.0
Bridgehampton H. S.	109	73	66	60.6	90.4
Broadalbin H. S.	221	185	138	62.4	74.0
Brocton H. S.	512	352	283	55.3	80.4
Bronxville U. S.	325	250	219	67.4	87.6
Brookfield H. S.	157	117	96	61.1	82.1
Brownville-Glen Park H. S., Brownville.	382	306	274	71.7	89.5
Brushton H. S.	271	174	158	58.3	90.8
Caledonia H. S.	291	225	203	69.8	90.2
Callicoon H. S.	238	214	197	82.8	92.1
Cambridge H. S.	392	275	238	60.7	86.5
Camden H. S.	554	450	377	68.1	83.8
Camillus H. S.	245	143	116	47.3	81.1
Canajoharie H. S.	241	214	190	78.8	88.8
Canaseraga H. S.	185	125	102	55.1	81.6
Canastota H. S.	547	422	391	71.5	92.7
Candor H. S.	262	189	154	58.8	81.5
Canisteo H. S.	639	531	470	73.6	88.5
Canton H. S.	711	503	410	57.7	81.5
Cape Vincent H. S.	393	232	199	65.7	85.8
Carmel H. S.	157	149	147	93.6	98.7
Castile H. S.	225	193	148	65.8	76.7
Cato H. S.	170	125	97	57.1	77.6
Cattaraugus H. S.	513	382	350	68.2	91.6

TABLE 4 (continued)

Statistics of academic examinations in the approved secondary schools of the State, January and June 1923

Schools of academic grade in supervisory districts

High schools (continued)

SCHOOLS	PAPERS WRITTEN	PAPERS CLAIMED	PAPERS ACCEPTED	PER- CENTAGE OF PAPERS WRITTEN ACCEPTED	PER- CENTAGE OF PAPERS CLAIMED ACCEPTED
Center Moriches H. S.	209	166	151	75.5	91.0
Central Square H. S.	321	242	198	61.7	81.8
Champlain H. S.	173	147	111	64.2	75.5
Chateaugay H. S.	597	459	372	62.3	81.0
Chatham H. S.	187	383	371	76.8	97.7
Chaumont H. S.	131	166	88	67.2	83.0
Chautauqua H. S.	352	275	257	73.0	93.5
Chazy Central Rural School	18	18	18	100.0	100.0
Cherry Creek H. S.	200	197	145	50.0	73.6
Cherry Valley H. S.	292	210	183	62.7	83.6
Chester H. S.	204	151	131	64.2	85.6
Chestertown H. S.	98	80	72	73.5	90.0
Churchville H. S.	314	257	221	71.3	87.2
Cincinnati H. S.	393	228	203	67.0	80.0
Clark Mills H. S.	129	97	68	52.7	70.1
Clayton H. S.	406	392	321	64.7	81.0
Clayville H. S.	103	138	93	48.2	67.4
Clifton Springs H. S.	320	250	235	73.4	90.7
Clinton H. S.	415	316	286	64.3	90.5
Clyde H. S.	665	593	424	63.8	84.3
Clymer H. S.	251	181	170	67.7	93.9
Cobleskill H. S.	987	827	771	78.1	93.2
Cocymans H. S.	87	60	35	40.2	59.7
Colhoun H. S.	246	183	156	63.4	85.2
Collins Center H. S.	191	152	116	60.7	76.3
Cooperstown H. S.	680	597	554	80.4	97.7
Copenhagen H. S.	212	171	165	77.8	96.5
Corfu H. S.	257	210	157	61.1	74.8
Corinth H. S.	527	425	370	70.2	87.1
Cornwall H. S.	275	233	199	72.4	85.0
Cornwall-on-Hudson H. S.	391	231	217	72.1	93.0
Cossack H. S.	393	325	281	71.5	86.5
Croton H. S., Croton-on-Hudson	371	288	256	69.0	88.0
Cuba H. S.	624	411	404	64.7	91.0
Delaware Academy and U. S., Delhi	545	462	404	74.1	87.4
Delaware Literary Inst. and U. S., Franklin	210	162	127	60.5	78.4
Delevan H. S.	184	148	135	73.4	91.2
Deposit H. S.	593	446	409	69.0	91.7
De Ruyter H. S.	388	275	218	56.2	79.3
Dexter H. S.	443	497	353	79.7	86.7
Dobbs Ferry H. S.	441	356	314	71.2	88.2
Dolgeville H. S.	485	396	365	75.3	92.2
Dover Plains H. S.	142	81	50	41.5	72.8
Downsville H. S.	177	146	135	76.3	92.5
Draper School, Schenectady	435	343	315	72.4	91.8
Dryden H. S.	269	212	196	72.9	92.5
Dundee H. S.	445	398	282	63.4	91.6
Earlville H. S.	325	249	204	62.8	85.0
East Aurora H. S.	191	987	864	72.5	87.5
East Bloomfield H. S.	322	270	245	76.1	90.7
East Hampton H. S.	473	313	279	74.8	89.4
East Pembroke H. S.	160	127	115	71.0	90.0
Eastport H. S.	115	90	50	43.5	55.6
Edmeston H. S.	218	166	171	70.8	88.8
Edwards H. S.	183	127	107	58.5	84.3
Elba H. S.	120	97	73	60.8	75.3
Elbridge H. S. and A.	137	110	80	58.4	67.2
Elizabethtown H. S.	200	163	144	72.0	88.3
Ellenville H. S.	853	799	738	86.5	93.4
Ellicottville H. S.	395	258	229	75.1	88.8
Elmington H. S.	258	165	191	39.1	61.2
Elmira Heights H. S.	383	313	283	73.9	90.1
Essex H. S.	47	29	24	51.1	82.8

TABLE 4 (continued)

Statistics of academic examinations in the approved secondary schools of the State, January and June 1923

Schools of academic grade in supervisory districts
High schools (continued)

SCHOOLS	PAPERS WRITTEN	PAPERS CLAIMED	PAPERS ACCEPTED	PER- CENTAGE OF PAPERS WRITTEN ACCEPTED	PER- CENTAGE OF PAPERS CLAIMED ACCEPTED
Evans Mills H. S.	189	125	168	57.1	86.4
Fabius H. S.	118	112	107	90.7	95.5
Fair Haven H. S.	295	144	116	56.6	80.6
Falconer H. S.	476	368	330	69.3	89.7
Farmingdale H. S.	298	246	214	71.8	87.0
Fayetteville H. S.	448	350	332	74.1	92.5
Fillmore H. S.	554	392	349	91.4	86.7
Fonda H. S.	241	148	115	47.7	77.7
Forestville F. A.	407	255	215	52.8	84.3
Fort Ann H. S.	150	94	78	52.0	83.0
Fort Covington H. S.	243	171	147	60.5	86.0
Fort Edward H. S.	433	322	289	66.7	89.8
Fort Plain H. S.	660	549	497	74.3	92.0
Franklin Academy and Prattsburg H. S.					
Prattsburg	272	187	160	58.8	85.6
Freeville H. S.	66	50	43	44.8	76.8
Frewsburg H. S.	242	100	105	68.2	82.0
Friendship H. S.	518	449	400	77.2	89.1
Pultonville H. S.	111	95	62	55.9	65.3
Gamesville H. S.	111	73	61	57.7	87.7
Gardenville H. S.	130	90	78	60.0	86.7
Georgetown H. S.	97	64	55	56.7	85.9
Gilbertsville H. S.	100	119	97	57.4	81.5
Goshen H. S.	413	311	252	61.0	81.0
Gowanda H. S.	597	520	466	78.1	89.6
Granville H. S.	740	604	541	73.5	89.6
Great Neck H. S.	404	383	344	74.1	89.8
Greene H. S.	421	317	280	66.5	88.3
Greenport H. S.	726	490	495	55.8	81.7
Greenville F. A.	229	103	131	57.2	80.4
Greenwich H. S.	544	489	441	81.1	90.2
Greigsville H. S.	284	187	135	47.5	73.2
Griffin-Fleischmanns H. S., Fleischmanns.	255	183	137	53.7	74.9
Griffith Institute and U. S., Springville	908	708	627	69.1	88.6
Groton H. S.	375	280	257	68.5	91.8
Hadley-Luzerne H. S., Luzerne	144	97	64	44.4	66.0
Haldane H. S., Cold Spring	270	200	182	67.4	91.0
Hamburg H. S.	766	641	612	79.9	95.5
Hamilton H. S.	366	288	275	75.1	95.5
Hammondsport H. S.	263	207	195	74.1	94.2
Hancock H. S.	383	309	285	74.4	92.2
Hannibal H. S.	512	379	323	93.1	85.2
Harrisville H. S.	392	245	186	61.6	75.9
Hartwick H. S.	292	146	122	69.4	83.6
Hermion H. S.	292	153	139	68.8	90.8
Hicksville H. S.	401	300	269	67.1	89.7
Highland H. S.	389	261	184	47.3	70.5
Highland Falls H. S.	601	365	304	50.0	83.3
Hillsdale H. S.	328	261	219	66.8	83.9
Hilton H. S.	510	392	341	66.9	87.0
Hilton Memorial H. S., Andes	112	82	62	55.4	75.6
Hobart H. S.	257	222	183	71.2	82.4
Holland Patent H. S.	325	249	200	61.5	83.3
Holley H. S.	458	331	305	66.6	92.1
Homer Academy and U. S.	493	458	443	80.9	96.7
Honeoye H. S.	127	90	78	61.4	86.7
Honeoye Falls H. S.	314	249	215	68.5	89.6
Horseheads H. S.	614	432	371	60.4	85.9
Hunter H. S.	238	156	130	54.0	83.3
Indian Lake H. S.	118	70	58	49.2	82.9
Interlaken H. S.	232	154	137	59.1	89.0
Irrington H. S.	384	293	260	70.1	91.8
Islip H. S.	593	121	343	57.8	81.5

TABLE 4 (continued)

Statistics of academic examinations in the approved secondary schools of the State, January and June 1923

Schools of academic grade in supervisory districts
High schools (continued)

SCHOOLS	PAPERS WRITTEN	PAPERS CLAIMED	PAPERS ACCEPTED	PER- CENTAGE OF PAPERS WRITTEN ACCEPTED	PER- CENTAGE OF PAPERS CLAIMED ACCEPTED
Jamesville H. S.	129	90	82	63.6	82.8
Jefferson H. S.	145	118	109	74.1	84.7
Jeffersonville H. S.	300	231	200	66.7	86.6
John G. Borden H. S., Wallkill	148	122	112	75.7	91.8
Jordan F. A.	399	218	185	46.7	74.6
Katonah H. S.	624	450	391	62.7	86.9
Keeseville H. S.	312	276	229	64.3	79.7
Kendall H. S.	150	137	100	62.9	73.0
Kenmore H. S.	607	470	437	72.0	91.8
Knox Memorial H. S., Russell	179	152	119	66.5	78.3
LaFayette H. S.	187	130	72	38.5	55.4
Lake George H. S.	169	121	103	60.9	85.1
Lake Placid H. S.	490	438	405	81.2	92.5
Lakewood H. S.	492	399	319	64.8	81.8
Leavenworth Inst. and Wolcott H. S., Wolcott	558	404	402	72.0	86.6
Leonardsville H. S.	83	52	36	43.4	69.2
Liberty H. S.	982	918	887	82.0	96.6
Limestone H. S.	108	105	98	90.7	93.3
Lindenhurst H. S.	213	194	186	87.3	95.9
Lisbon H. S.	188	124	104	55.3	84.0
Little Valley H. S.	377	308	302	80.1	98.1
Liverpool H. S.	413	303	258	62.5	84.9
Livingston Manor H. S.	321	279	238	73.5	85.3
Livonia H. S.	368	321	292	79.3	91.0
Lyndonville H. S.	379	327	304	80.2	93.0
Lyons H. S.	593	390	370	74.8	94.9
Lyons Falls H. S.	228	168	140	64.0	86.9
Macedon H. S.	207	182	110	37.9	60.4
McGraw H. S.	220	186	164	74.5	86.8
Madrid H. S.	204	137	109	53.4	79.6
Mahopae H. S.	218	202	171	78.4	84.7
Manhasset H. S.	105	123	117	70.9	95.1
Manchester H. S.	201	131	117	58.2	89.3
Manlius H. S.	389	395	240	64.7	80.7
Marathon H. S.	416	251	204	49.6	81.3
Marcellus H. S.	571	387	313	54.5	80.9
Margaretville H. S.	294	271	214	72.8	79.0
Marion H. S.	223	149	120	57.8	80.6
Marlboro H. S.	295	146	122	59.5	83.6
Mattituck H. S.	205	197	177	66.8	89.8
Mayville H. S.	374	322	277	74.1	86.0
Meridian H. S.	80	63	52	65.0	82.5
Mexico Academy and H. S.	357	271	249	69.7	91.9
Middleburg H. S.	220	184	179	78.2	97.3
Middlebury A. and U. S., Wyoming	290	137	127	60.8	92.7
Middleport H. S.	413	342	321	72.5	93.0
Middleville H. S.	141	100	77	54.6	76.6
Milford H. S.	131	88	80	61.1	90.9
Milbrook Memorial School	471	371	333	70.7	89.8
Millerton H. S.	217	177	120	55.3	67.8
Mineola H. S.	504	359	308	54.0	85.8
Mineville H. S.	250	100	146	50.4	76.8
Minoa H. S.	248	169	147	59.3	87.0
Mohawk H. S.	475	360	337	70.9	93.6
Moir H. S.	168	134	120	71.4	89.6
Monroe H. S.	512	361	254	49.6	70.4
Montgomery H. S.	231	183	145	62.8	79.2
Monticello H. S.	994	803	775	80.4	96.5
Moores H. S.	219	135	123	50.2	91.1
Moravia H. S.	444	329	281	63.3	85.4
Morris H. S.	171	131	120	70.2	91.6
Morrisonville U. S.	94	61	43	45.7	70.5

TABLE 4 (continued)

Statistics of academic examinations in the approved secondary schools of the State, January and June 1923

Schools of academic grade in supervisory districts
High schools (continued)

SCHOOLS	PAPERS WRITTEN	PAPERS CLAIMED	PAPERS ACCEPTED	PER- CENTAGE OF PAPERS WRITTEN ACCEPTED	PER- CENTAGE OF PAPERS CLAIMED ACCEPTED
Morrisville H. S.	199	155	126	63.3	81.3
Mount Kisco H. S.	422	352	393	71.8	86.1
Mount Morris H. S.	420	356	311	74.0	92.6
Naples H. S.	421	322	286	67.9	88.8
New Berlin H. S.	251	183	160	63.7	87.4
New Hartford H. S.	373	308	291	78.0	94.5
New Woodstock H. S.	147	97	87	59.2	89.7
New York Mills H. S.	216	184	159	73.6	86.4
Newark Valley H. S.	329	250	237	72.0	92.6
Newfield H. S.	293	155	121	59.6	78.1
Newport H. S.	204	166	142	69.6	85.5
Nichols H. S.	100	105	105	96.3	100.0
Norfolk H. S.	216	169	134	62.0	83.8
North Cohocton and Atlanta U. H. S.	193	160	138	71.5	86.3
North Collins H. S.	319	249	233	73.0	93.6
North Creek H. S.	226	171	133	58.8	77.8
North Rose H. S.	157	121	111	79.7	91.7
Northport H. S.	539	410	329	62.1	78.5
Northville H. S.	227	180	175	77.1	92.6
Norwood H. S.	440	360	336	76.4	91.1
Nunda H. S.	483	367	320	66.3	87.2
Oakfield H. S.	267	238	222	83.1	93.3
Ocean Side H. S.	319	277	258	80.9	93.1
Onondaga F. A., Onondaga Valley	587	494	448	76.3	90.7
Ontario H. S.	385	266	230	62.1	89.8
Orchard Park H. S.	336	266	212	63.1	79.7
Oriskany H. S.	168	149	132	78.6	88.6
Oriskany Falls H. S.	184	129	119	64.7	92.2
Otego H. S.	124	92	75	60.5	81.5
Otisville U. S.	202	162	136	67.3	84.6
Ovid H. S.	267	207	168	62.9	81.2
Oxford A. and U. S.	401	286	231	57.6	80.8
Oyster Bay H. S.	629	474	433	68.8	91.4
Painted Post H. S.	594	368	318	63.1	86.4
Palmyra Classical H. S.	595	437	404	80.0	92.4
Parish H. S.	427	330	269	63.0	81.5
Parker H. S., Clarence	186	157	150	80.6	95.5
Patterson U. S.	105	76	61	58.1	80.3
Pawling H. S.	347	294	255	73.5	86.7
Pearl River H. S.	581	463	402	69.2	86.8
Peru U. S.	225	175	149	66.2	85.1
Phelps Union and Classical School	364	338	310	85.2	91.7
Philadelphia H. S.	296	137	110	53.4	80.3
Philmont H. S.	368	273	228	62.0	83.5
Phoenix H. S.	398	341	311	78.1	91.2
Pierson H. S., Sag Harbor	451	379	303	67.2	79.9
Pike Seminary H. S.	120	106	80	74.2	89.0
Pittsford H. S.	397	337	313	78.8	92.9
Pleasantville H. S.	737	643	621	84.3	96.6
Poland H. S.	248	234	172	69.4	73.5
Port Byron H. S.	350	256	198	55.6	77.3
Port Henry H. S.	436	330	269	61.7	81.5
Port Jefferson H. S.	316	247	228	72.2	92.3
Port Leyden H. S.	176	145	121	68.8	83.4
Portville H. S.	292	200	149	51.0	74.5
Pulaski A. and U. S.	700	572	522	74.6	91.3
Randolph H. S.	388	338	322	83.0	95.3
Ravena H. S.	473	293	211	44.6	80.2
Red Creek H. S.	218	172	159	72.9	92.4
Red Hook H. S.	193	146	121	62.7	82.9
Redwood H. S.	174	140	94	54.0	67.1
Remsen H. S.	194	163	130	70.1	83.4
Rhinebeck H. S.	328	277	204	80.5	95.3

TABLE 4 (continued)

Statistics of academic examinations in the approved secondary schools of the State, January and June 1923

Schools of academic grade in supervisory districts
High schools (continued)

SCHOOLS	PAPERS WRITTEN	PAPERS CLAIMED	PAPERS ACCEPTED	PER- CENTAGE OF PAPERS WRITTEN ACCEPTED	PER- CENTAGE OF PAPERS CLAIMED ACCEPTED
Richfield Springs H. S.	235	179	159	63.8	83.8
Richmondville H. S.	170	101	75	44.1	74.3
Ripley H. S.	356	261	232	65.2	88.9
Riverhead H. S.	610	138	399	63.9	89.0
Roscoe H. S.	270	223	190	68.8	85.2
Rouses Point H. S.	131	104	93	71.0	89.4
Roxbury H. S.	419	293	277	66.1	94.5
Rushford H. S.	193	288	185	45.9	64.2
Rushville H. S.	287	222	196	68.3	88.3
Rye H. S.	533	374	348	65.3	93.0
Rye Neck H. S., Mamaroneck	425	393	334	78.6	92.0
S. S. Seward Institute, Florida	102	152	122	63.5	80.3
Sacket H. S., Sacket Harbor	200	179	147	71.4	82.1
St. Johnsville H. S.	468	332	280	59.8	84.3
St. Regis Falls H. S.	190	101	149	74.0	92.5
Sandy Creek H. S.	420	312	290	69.0	92.0
Sauquoit H. S.	204	178	135	66.2	75.8
Savannah H. S.	166	117	106	63.9	90.6
Savona H. S.	172	124	100	58.1	80.6
Sayville H. S.	595	500	461	77.5	92.2
Scarsdale H. S.	420	386	352	83.8	91.2
Schaghticoke H. S.	125	74	66	52.8	89.2
Schenenys H. S.	211	115	94	44.5	81.7
Schoharie H. S.	243	157	126	51.0	80.3
Schuylerville H. S.	334	231	221	66.2	95.7
Scio H. S.	60	51	40	66.6	78.1
Scottsville H. S.	185	162	131	70.8	80.0
Sea Cliff H. S.	283	100	173	61.1	91.1
Seymour Smith A., Pine Plains	180	141	113	62.8	80.1
Sharon Springs H. S.	270	157	111	41.1	70.7
Shelter Island H. S.	107	90	74	69.2	82.2
Sherburne H. S.	360	260	238	63.5	91.5
Sherman H. S.	388	333	283	72.9	85.0
Sherrill H. S.	532	445	426	80.1	95.7
Shortsville H. S.	382	231	197	51.6	85.3
Sidney H. S.	622	493	445	71.5	90.3
Silver Creek H. S.	652	526	414	63.5	78.7
Silver Springs H. S.	165	118	111	67.3	94.1
Sinclairville H. S.	225	180	141	62.7	78.3
Skaneateles H. S.	491	414	305	74.3	88.2
Smithtown Branch H. S.	266	188	153	57.5	81.4
Sodus H. S.	397	325	286	72.0	88.0
South Byron H. S.	297	199	172	83.1	86.4
South Dayton H. S.	334	234	205	61.4	87.6
South Glens Falls H. S.	141	111	90	70.2	89.2
South New Berlin H. S.	133	106	85	63.9	80.2
South Otselic H. S.	171	118	87	50.9	73.7
Southampton H. S.	616	495	414	72.1	89.7
Southold H. S.	143	106	96	67.1	90.6
Spencer H. S.	290	220	190	66.6	86.9
Spencerport H. S.	317	297	225	71.0	84.3
Stamford Seminary and Union S.	477	371	265	55.6	71.4
Stillwater H. S.	168	124	98	58.3	79.0
Stony Point H. S.	150	85	78	52.0	91.8
Suffern H. S.	794	583	561	70.7	96.2
Tannersville H. S.	218	142	110	54.6	83.8
Tappan Zee H. S., Piermont	415	254	213	51.3	83.9
Ten Broeck F. A., Franklinville	471	380	341	72.4	89.7
Theresa H. S.	260	181	156	60.0	86.2
Tivoli H. S., Madalin	159	115	104	65.4	90.4
Town of Webb H. S., Old Forge	195	175	156	80.0	89.1
Trumansburg H. S.	375	308	261	70.4	85.7
Tully H. S.			23	80.5	95.7

TABLE 4 (continued)

Statistics of academic examinations in the approved secondary schools of the State, January and June 1923

Schools of academic grade in supervisory districts
High schools (concluded)

SCHOOLS	PAPERS WRITTEN	PAPERS CLAIMED	PAPERS ACCEPTED	PER- CENTAGE OF PAPERS WRITTEN ACCEPTED	PER- CENTAGE OF PAPERS CLAIMED ACCEPTED
Tuxedo H. S., Tuxedo Park.....	236	204	193	81.8	94.6
Unadilla H. S.....	393	259	233	64.2	93.2
Union Springs H. S.....	276	156	101	36.6	64.7
Valatie H. S.....	143	108	71	49.7	65.7
Valley Falls H. S.....	140	98	92	65.7	93.9
Vernon H. S.....	283	218	177	62.5	81.2
Verona H. S.....	189	143	113	59.8	79.0
Victor H. S.....	373	297	243	65.1	91.0
Waddington H. S.....	249	164	137	55.0	83.5
Walton H. S.....	1 093	832	781	71.5	93.9
Walworth H. S.....	157	93	67	42.7	72.0
Wappingers Falls H. S.....	323	295	191	59.1	93.2
Warner H. S.....	170	121	103	60.6	85.1
Warrensburg H. S.....	342	264	250	73.1	94.7
Warsaw H. S.....	914	711	657	71.9	92.4
Warwick Institute.....	334	285	241	72.2	84.6
Washington A., Salem.....	351	301	264	75.2	87.7
Waterloo H. S.....	659	593	452	68.6	89.9
Waterville H. S.....	455	315	263	57.8	83.5
Watkins H. S.....	669	524	427	63.8	81.5
Waverly H. S., Tuckahoe.....	391	253	228	58.3	90.1
Wayland H. S.....	495	324	276	68.1	85.2
Webster H. S.....	795	493	449	63.7	91.1
Weedsport H. S.....	495	344	291	71.9	84.6
Wells H. S.....	97	52	44	45.4	84.6
West Carthage H. S., Carthage.....	233	297	189	81.1	91.3
West Hampton Beach H. S.....	378	264	169	44.7	64.0
West Winfield H. S.....	227	163	153	67.4	93.9
Westfield A. and U. S.....	893	724	631	70.7	87.2
Westport H. S.....	242	183	166	68.6	90.7
Whitesboro H. S.....	366	284	250	70.8	91.2
Whitney Point H. S.....	196	162	148	75.5	91.4
Williamson H. S.....	242	165	136	58.6	82.4
Williamsville H. S.....	237	210	160	67.5	76.2
Willsboro H. S.....	210	179	128	61.0	75.3
Wilson H. S.....	366	294	246	67.2	83.7
Wilsomian H. S., Angelica.....	335	243	222	66.3	91.4
Windham H. S.....	166	119	113	68.1	95.0
Windsor H. S.....	287	219	165	57.5	75.3
Woestina H. S., Rotterdam Junction.....	152	124	82	53.9	66.1
Woodhull H. S.....	157	121	88	56.1	72.7
Woodmere H. S.....	201	210	177	67.8	84.3
Woodridge U. S.....	469	366	323	79.2	88.3
Worcester H. S.....	139	135	118	84.9	87.4
Yates H. S., Chittenango.....	184	154	133	72.3	86.4
Total.....	140 849	108 819	94 712	67.2	87.0

TABLE 4 (continued)

Statistics of academic examinations in the approved secondary schools of the State, January and June 1923

Schools of academic grade in supervisory districts
Senior schools

SCHOOLS	PAPERS WRITTEN	PAPERS CLAIMED	PAPERS ACCEPTED	PER- CENTAGE OF PAPERS WRITTEN ACCEPTED	PER- CENTAGE OF PAPERS CLAIMED ACCEPTED
Adams Center U. S.	210	171	138	65.7	80.7
Allentown U. S.	153	72	45	29.4	62.5
Arkport U. S.	118	77	47	39.8	61.0
Bayport U. S.	64	39	20	45.3	74.4
Bellport U. S.	114	76	59	51.8	77.9
Berkshire U. S.	185	143	106	57.3	74.1
Bloomingsdale U. S.	101	72	64	63.4	88.9
Bolton U. S., Bolton Landing	86	71	63	73.3	88.7
Bombay U. S.	154	103	91	59.1	88.3
Briarcliff U. S., Briarcliff Manor	105	137	121	73.3	88.3
Bridgewater U. S.	44	39	24	54.5	61.5
Buchanan U. S.	187	159	135	72.2	84.9
Burnt Hills-Ballston Lake School of Agri- culture and Homemaking	215	174	135	62.8	77.6
Cadyville U. S.	281	205	139	49.5	67.8
Cairo U. S.	153	125	103	67.3	82.4
Cassadaga U. S.	135	91	67	49.6	73.6
Cayuga Lake Academy, Aurora	188	120	112	59.6	86.8
Celoron U. S.	141	112	97	68.8	86.6
Chenango Forks U. S.	71	55	49	69.0	89.1
Cleveland U. S.	137	113	88	64.2	77.9
Colton U. S.	106	141	120	61.2	85.1
Constableville U. S.	110	67	44	49.0	65.7
Crown Point U. S.	145	109	77	53.1	70.6
Dalton U. S.	117	84	60	51.3	71.4
Davenport U. S.	131	114	100	76.3	87.7
Dayton U. S.	48	38	37	77.1	97.4
DeKalb Junction U. S.	217	165	132	60.8	80.0
East Randolph U. S.	148	60	65	43.9	72.2
East Springfield U. S.	60	40	41	50.4	83.7
East Worcester U. S.	114	87	65	57.0	74.7
Eastwood U. S.	204	304	230	58.4	78.2
Eaton U. S.	144	77	62	43.1	80.5
Eden U. S.	248	173	97	39.1	56.1
Ellenburg Depot U. S.	108	140	101	51.0	72.1
Felts Mills U. S.	121	91	75	62.0	82.4
Findley Lake U. S.	65	35	23	35.4	65.7
Freedom U. S.	83	61	44	53.0	72.1
Galway U. S.	176	152	125	71.0	82.2
Genoa U. S.	124	102	78	62.9	76.5
Great Valley U. S.	209	168	133	63.6	79.2
Greenwood U. S.	106	73	67	63.2	91.8
Groveland U. S.	166	125	101	60.8	80.8
Guilford U. S.	126	101	83	65.0	82.2
Hammond U. S.	264	229	205	77.7	89.5
Hampton Bays U. S.	158	126	93	58.0	73.8
Hartford U. S.	229	150	102	44.5	68.0
Hemlock U. S.	151	95	65	43.0	68.4
Heuvelton U. S.	210	153	127	60.5	83.0
Hinsdale U. S.	142	80	72	50.7	80.9
Holland U. S.	306	208	157	51.3	75.5
Hunt Memorial U. S., Freeville	98	73	54	55.1	74.0
Irondequoit U. S.	172	131	108	62.8	82.4
Keene Valley U. S.	164	111	83	50.6	74.8
Kinderhook U. S.	250	147	115	46.0	78.2
King Perry U. S.	182	94	71	39.0	75.5
LaFargeville U. S.	235	127	123	52.3	96.9
Laurens U. S.	156	139	124	79.5	89.2
Leicester U. S.	162	116	78	48.1	67.2
Lewiston U. S.	150	95	68	45.3	71.6
Lima U. S.	123	81	73	59.3	90.1
Lisle U. S.	115	56	13	37.4	76.8
Lodi U. S.	231	160	110	51.5	74.4

TABLE 4 (continued)

Statistics of academic examinations in the approved secondary schools of the State, January and June 1923

Schools of academic grade in supervisory districts

Senior schools (concluded)

SCHOOLS	PAPERS WRITTEN	PAPERS CLAIMED	PAPERS ACCEPTED	PER- CENTAGE OF PAPERS WRITTEN ACCEPTED	PER- CENTAGE OF PAPERS CLAIMED ACCEPTED
Long Lake U. S.	76	54	40	52.6	74.1
Ludlowville U. S.	148	104	93	62.8	89.4
Lyon Mountain U. S.	98	67	54	55.1	80.6
Madison U. S.	157	105	79	50.3	75.2
Manhasset U. S.	220	168	148	64.6	88.1
Middle Granville U. S.	102	78	73	71.6	93.6
Middlesex U. S.	173	140	128	74.0	91.4
Morristown U. S.	264	200	173	65.5	86.5
Mt Upton U. S.	47	42	38	80.9	90.5
Munnsville U. S.	235	190	79	33.6	72.5
New Lebanon U. S.	231	183	150	67.5	85.2
Newcomb U. S.	60	47	31	51.7	66.0
Newfane U. S.	450	419	352	78.2	84.0
North Brookfield U. S.	28	20	15	53.6	75.0
North Lawrence U. S.	205	156	135	65.9	86.5
Odessa U. S.	203	203	232	79.2	88.2
Orient U. S.	84	66	46	54.8	69.7
Osvegatchie U. S.	40	24	20	70.0	83.3
Palatine Bridge U. S.	41	20	25	61.0	86.2
Panama U. S.	175	120	90	51.4	75.0
Parishville U. S.	88	81	74	84.1	91.4
Pavilion U. S.	66	50	47	71.2	94.0
Penfield U. S.	45	34	31	68.0	91.2
Piercefield U. S.	101	81	74	73.3	91.4
Pine Bush U. S.	173	147	137	79.2	93.2
Pompey U. S.	83	45	37	44.6	82.2
Raquette Lake U. S.	95	88	62	65.3	70.5
Rensselaer Falls U. S.	221	152	80	36.2	52.6
Richburg U. S.	108	78	62	57.4	79.5
Round Lake U. S.	102	76	52	51.0	68.4
Schroon Lake U. S.	71	47	38	53.5	80.9
Schuyler Lake U. S.	267	210	193	72.3	91.0
Setauket U. S.	120	99	70	54.3	79.7
Smyrna U. S.	98	77	66	67.3	85.7
Split Rock U. S., Camillus	102	70	48	47.1	60.8
Springfield Center U. S.	101	72	60	59.4	83.3
Springwater U. S.	138	102	67	48.6	65.7
Three Mile Bay U. S.	190	125	60	31.6	48.0
Tomkins Cove U. S.	125	80	63	50.4	70.8
Troupsburg U. S.	267	180	101	37.8	53.4
Truxton U. S.	108	84	78	72.2	92.0
Turin H. S.	84	67	35	41.7	52.2
Van Etten U. S.	207	143	113	54.6	79.0
Washingtonville U. S.	120	83	65	54.2	78.3
Waterport U. S.	130	81	60	43.2	74.1
West Hebron U. S.	97	64	53	54.6	82.8
West Seneca U. S.	243	163	141	58.0	86.5
West Valley U. S.	168	130	112	66.7	86.2
Westbury U. S.	207	166	130	62.8	78.3
Westmoreland U. S.	124	83	62	50.0	74.7
Whitesville U. S.	135	98	83	61.5	84.7
Yorktown Heights U. S.	105	91	82	78.1	90.1
Total.....	17 208	12 647	9 905	57.8	79.0

TABLE 4 (continued)

Statistics of academic examinations in the approved secondary schools of the State, January and June 1923

Schools of academic grade in supervisory districts

Middle schools

SCHOOLS	PAPERS WRITTEN	PAPERS CLAIMED	PAPERS ACCEPTED	PER- CENTAGE OF PAPERS WRITTEN ACCEPTED	PER- CENTAGE OF PAPERS CLAIMED ACCEPTED
Altmar U. S.	61	40	33	54.1	82.5
Apalachin U. S.	20	25	10	55.2	64.0
Big Flats U. S.	76	58	44	57.9	75.9
Bloomington U. S.	82	40	39	47.6	79.0
Breesport U. S.	50	40	20	44.1	65.0
Brier Hill U. S.	45	36	31	68.9	86.1
Burdett U. S.	114	100	88	77.2	88.0
Campbell U. S.	57	40	40	86.0	100.0
Central Valley U. S.	73	40	39	53.4	84.8
Chadwick U. S.	94	55	45	47.9	81.8
Congers U. S.	60	48	39	65.0	81.3
Dannemora U. S.	254	187	172	67.7	92.0
Dickinson U. S., Dickinson Center	40	33	31	77.5	93.9
Erieville U. S.	30	28	21	70.0	75.0
Farmersville U. S.	150	117	98	65.3	83.8
Gasport U. S.	284	230	210	73.9	91.3
Henderson U. S.	93	53	53	84.1	100.0
Henrietta U. S.	111	97	60	81.1	92.8
Hinckley U. S.	103	80	63	61.2	78.8
Knowlesville U. S.	48	40	39	62.5	75.0
Lysander U. S.	134	94	71	53.0	75.5
McDonough U. S.	105	74	64	61.0	80.5
Minetto U. S.	149	129	124	83.2	96.1
North Bangor U. S.	88	70	59	67.0	77.0
North Syracuse U. S.	306	222	177	57.8	79.7
Perryville U. S.	49	35	31	63.3	88.6
Peterboro U. S.	142	107	54	38.0	50.5
Pulteney U. S.	48	40	33	68.8	82.5
Rensselaerville U. S.	87	60	32	36.8	53.3
Rush II. S.	76	48	25	32.9	52.1
Sardinia U. S.	51	40	35	68.6	76.1
Scott U. S., Homer	81	49	41	50.6	83.7
Skaneateles Falls U. S.	81	52	48	59.3	92.3
Stockton U. S.	129	86	60	53.5	80.2
Stony Brook U. S.	28	19	17	60.7	89.5
Tioga Center U. S.	71	44	20	40.8	65.9
Trenton U. S., Barneveld	43	31	24	55.8	77.4
Wellsburg U. S.	112	95	84	75.0	88.4
Williamstown U. S.	73	40	38	52.1	82.0
Total	3 686	2 704	2 272	61.6	82.2

† June examination only.

TABLE 4 (continued)

Statistics of academic examinations in the approved secondary schools of the State, January and June 1923

Schools of academic grade in supervisory districts

Junior schools

SCHOOLS	PAPERS WRITTEN	PAPERS CLAIMED	PAPERS ACCEPTED	PER- CENTAGE OF PAPERS WRITTEN ACCEPTED	PER- CENTAGE OF PAPERS CLAIMED ACCEPTED
Ashville U. S.	41	34	22	53.7	64.7
Beaver Falls U. S.	71	70	68	95.8	97.1
Benson Mines U. S.	12	6	4	33.3	66.7
Bradford U. S.	27	15	11	40.7	73.3
Castleton U. S.	27	23	20	74.1	87.0
Central Rural School, Youngsville	93	61	34	36.6	55.7
¹ Conifer U. S.	0	7	4	44.4	57.1
Cranberry Lake U. S.	41	26	18	43.9	69.2
Deansboro U. S.	80	74	58	65.2	78.4
¹ Delanson U. S.	32	26	23	71.0	88.5
East Islip U. S.	130	97	92	70.8	94.8
East Otto U. S.	108	81	65	60.2	80.2
Forestport U. S.	54	35	31	57.4	88.6
Gerry U. S.	68	54	38	55.9	70.4
¹ Gorham U. S.	29	21	16	55.2	76.2
¹ Greenburgh U. S.	35	24	24	68.6	100.0
Hannawa Falls U. S.	7	4	2	28.6	50.0
Harriman U. S.	105	96	67	63.8	69.8
Helena U. S.	40	36	29	72.5	80.6
Hurleyville U. S.	253	185	173	68.4	93.5
¹ Hyde Park U. S.	18	17	9	50.0	52.9
Irving U. S.	12	6	6	50.0	100.0
Locke U. S.	40	43	33	67.3	70.7
Long Eddy U. S.	99	53	38	55.1	71.7
McLean U. S.	64	52	45	70.3	86.5
Malverne U. S., Lynbrook	83	70	55	66.3	78.6
Mannsville U. S.	66	34	15	22.7	44.1
Maryland U. S.	25	15	12	48.0	80.0
Mayfield U. S.	8	8	8	100.0	100.0
¹ Milton School, Rye	30	31	30	76.9	96.8
Nassau U. S.	28	24	15	53.6	62.5
Natural Bridge U. S.	125	80	60	48.0	67.4
New Haven U. S.	37	30	24	64.9	80.0
Osceola U. S.	35	35	27	77.1	77.1
Pyrites U. S.	71	59	48	67.6	85.7
Redfield U. S.	26	26	22	84.6	84.6
Richville U. S.	185	117	70	42.7	67.5
¹ Sloan U. S.	26	17	15	57.7	88.2
Smithville U. S., Smithville Flats	58	27	18	31.0	66.7
Staatsburg U. S.	37	32	20	78.4	90.6
¹ Thornwood U. S.	40	30	17	42.5	56.7
Unadilla Forks U. S.	15	15	15	100.0	100.0
¹ Valhalla U. S.	82	51	41	50.0	80.4
Varysburg U. S.	35	23	21	60.0	91.3
West Bloomfield U. S.	44	40	31	70.5	77.5
West Chazy U. S.	23	11	9	39.1	81.8
Westford U. S.	39	24	19	48.7	79.2
Woodlawn U. S., Lackawanna	60	48	33	55.0	68.8
¹ Youngstown U. S.	27	27	26	96.3	96.3
Total	2 607	2 026	1 500	59.3	78.0

¹ June examination only.

TABLE 4 (continued)

Statistics of academic examinations in the approved secondary schools of the State, January and June 1923

High school departments in normal schools

SCHOOLS	PAPERS WRITTEN	PAPERS CLAIMED	PAPERS ACCEPTED	PER- CENTAGE OF PAPERS WRITTEN ACCEPTED	PER- CENTAGE OF PAPERS CLAIMED ACCEPTED
Brockport.....	1 063	791	663	62.4	83.8
Cortland.....	393	345	327	83.2	94.8
Fredonia.....	819	591	550	67.2	93.1
Genesee.....	478	424	392	82.0	92.5
New York State College for Teachers, Milne H. S.....	624	550	534	85.4	95.5
New Paltz.....	442	293	249	56.3	85.0
Plattsburg.....	126	194	95	75.4	91.3
Potsdam.....	997	799	770	84.9	97.5
Total.....	4 852	3 894	3 577	73.7	91.0

TABLE 4 (continued)

Statistics of academic examinations in the approved secondary schools of the State, January and June 1923

Academies

SCHOOLS	PAPERS WRITTEN	PAPERS CLAIMED	PAPERS ACCEPTED	PER- CENTAGE OF PAPERS WRITTEN ACCEPTED	PER- CENTAGE OF PAPERS CLAIMED ACCEPTED
A. M. Chesbrough Sem., North Chili.....	274	186	128	46.7	68.8
A. of Mount Saint Ursula, Bedford Park..	I 219	858	799	64.8	92.1
A. Our Lady of Good Counsel, White Plains	357	287	258	72.3	80.9
¹ A. of Our Lady of Lourdes, New York....	31	23	21	67.7	91.3
A. of Our Lady of the Blessed Sacrament, Stapleton.....	374	278	208	55.6	74.8
A. of Saint Joseph, Brentwood.....	547	483	474	86.7	98.1
A. of Holy Names, Albany.....	669	611	522	78.0	85.4
A. of Holy Names, Rome.....	313	272	227	72.5	83.5
Adelphi A., Brooklyn.....	383	310	272	71.0	87.7
All Hallows Inst., New York.....	727	569	519	70.2	89.6
All Saints A., Manhattan.....	394	270	255	83.9	94.4
Ascension S., North Tonawanda.....	55	37	25	45.5	67.6
Assumption A., Utica.....	549	231	191	35.4	82.7
Augustinian A. of Carthage.....	215	200	159	74.0	79.5
Barnard School for Boys, N. Y. C.....	42	39	35	83.3	89.7
² Barnard School for Girls, N. Y. C.....	14	14	14	100.0	100.0
Brantwood Hall, Bronxville.....	53	52	49	92.5	94.2
Buffalo A. of the Sacred Heart.....	737	515	373	50.6	72.4
Cascadilla S., Ithaca.....	491	260	226	56.4	86.9
Cathedral A., Albany.....	959	738	650	67.8	88.1
Cathedral H. S., New York.....	I 568	I 458	I 368	87.2	93.8
Cazenovia Seminary.....	I 680	847	764	70.7	90.2
Champlain A., Port Henry.....	102	102	91	89.2	89.2
Christian Brothers A., Albany.....	I 189	852	773	65.0	90.7
Christian Brothers A., Syracuse.....	607	362	309	50.9	85.4
Clark School, New York.....	750	435	346	45.8	79.5
College of Mount Saint Vincent, h. s. dep't	I 164	978	813	69.8	83.1
Columbia Grammar S., New York.....	269	188	157	58.4	83.5
² Columbia Prep. School, N. Y. C.....	3	3	3	100.0	100.0
Concordia Collegiate Inst., Bronxville.....	491	268	248	61.8	92.5
Cook A., Montour Falls.....	561	384	298	53.1	77.6
¹ De LaSalle Inst., New York.....	40	33	12	30.0	36.4
DeVeaux S., Niagara Falls.....	112	93	82	73.2	88.2
Dominican A., New York.....	107	125	102	61.1	81.6
Dwight School, N. Y. C.....	69	53	46	66.7	86.8
Father Leo Memorial S., Croun.....	172	130	112	65.1	86.2
Female A. of the Sacred Heart, Albany.....	56	53	50	89.3	94.3
Female A. of the Sacred Heart, N. Y. C.....	21	17	9	42.9	52.9
Female A. of the Sacred Heart, Rochester	40	40	37	92.5	92.5
¹ Friends A., Locust Valley.....	I	I	I	100.0	100.0
Garr Inst., Goshen.....	223	177	147	65.9	83.1
Genesee Wesleyan Sem., Lima.....	629	480	399	63.4	83.1
Glens Falls A.....	167	149	143	85.6	96.0
Goodyear-Burlingame S., Syracuse.....	166	97	90	84.9	92.8
¹ Hamilton Inst. for Boys, N. Y. C.....	3	3	3	100.0	100.0
Hamilton Inst. for Girls, N. Y. C.....	44	42	38	86.4	90.5
Hartwick Sem., acad. dep't.....	277	186	155	56.0	83.3
Holy Angels A., Buffalo.....	624	462	381	61.1	82.5
¹ Holy Angels Collegiate Inst., Buffalo.....	75	61	61	81.3	100.0
Holy Cross A. of Manhattan.....	820	636	544	66.3	85.5
Holy Cross S. of Ogdensburg.....	74	65	59	79.7	90.8
Holy Ghost A. S., Tupper Lake.....	184	152	120	65.2	78.9
Holy Trinity H. S., N. Y. C.....	319	178	130	40.8	73.0
Houghton Wesleyan Methodist Sem.....	392	303	266	67.9	87.8
¹ Immaculate Conception S., Wellsville.....	102	93	90	88.2	96.8
Immaculate Heart A., Watertown.....	189	165	135	71.4	81.8
Immaculate Heart of Mary A., Buffalo.....	458	369	332	72.5	90.0
Inst. Sisters of Saint Joseph, Buffalo.....	I 236	964	804	65.0	83.4
Kew Forest School, Forest Hills.....	8	5	5	62.5	100.0
Knights of Columbus Evening H. S., N. Y. C.	164	143	50	30.5	35.0

¹ June examination only.² January examination only.

TABLE 4 (continued)

Statistics of academic examinations in the approved secondary schools of the State, January and June 1923

Academies (continued)

SCHOOLS	PAPERS WRITTEN	PAPERS CLAIMED	PAPERS ACCEPTED	PER- CENTAGE OF PAPERS WRITTEN ACCEPTED	PER- CENTAGE OF PAPERS CLAIMED ACCEPTED
Lady Cliff A., Highland Falls	270	209	200	74.1	95.7
LaSalle Inst., Troy	851	382	305	35.8	79.8
Lowville A.	1 336	1 119	1 010	75.6	90.3
Marquand S. for Boys, Brooklyn	95	65	54	56.8	83.1
Mary Immaculate A., Buffalo	485	298	233	48.0	78.2
Mary Immaculate S. of Eagle Park, Ossining	1	1	0	0.0	0.0
Merici S. For Girls, New Rochelle	161	124	110	68.3	88.7
Most Holy Rosary H. S., Syracuse	604	263	189	31.3	71.9
Mt Assumption Inst., Plattsburg	167	154	139	83.2	90.3
Mt Mercy A., Buffalo	655	610	593	90.5	97.2
Mt St Mary's A., Newburgh	139	112	100	71.9	80.3
(The) Nardin A. of Buffalo	605	295	243	40.2	82.4
Nazareth A., Rochester	2 267	2 041	1 940	86.0	95.5
N. Y. Coll. Inst., New York	68	54	40	58.8	74.1
Nichols School, Buffalo	43	28	18	41.9	64.3
Oakwood School, Poughkeepsie	328	254	215	65.5	84.6
Our Lady of Victory A., Plattsburg	100	94	76	69.7	80.9
Our Lady of Victory S., Lackawanna	160	140	131	77.5	93.6
Our Lady of Wisdom A., Ozone Park	681	626	574	84.3	91.7
Packer Collegiate Inst., Brooklyn	727	581	571	78.5	98.3
Palmer Institute-Starkay Sem., Lakemont	221	154	118	53.4	76.6
Perpetual Help A., Buffalo	181	151	138	76.2	91.4
Polytechnic Prep. Country Day S.	486	442	440	90.5	99.5
Queen of the Rosary A., Amityville	117	101	90	76.9	89.1
Raymond Riordan S., Highland	92	60	37	40.2	61.7
Rochester Catholic H. S.	1 581	1 011	855	54.1	84.6
Sacred Heart A. C., Cohoes	19	16	14	73.7	87.5
St Agnes A. S., College Point	756	596	492	65.1	82.6
St Agnes A. S., Rockville Center	150	123	112	74.7	91.1
St Agnes Female Sem., Brooklyn	626	520	431	68.8	82.9
St Agnes S., Albany	65	65	60	92.3	92.3
St Aloysius A., Rome	592	441	304	51.4	68.9
St Angela's Hall A., Brooklyn	762	630	569	74.7	90.3
St Ann's A., Albany	148	128	115	77.7	89.8
St Ann's A. S., Horpelt	172	131	108	62.8	82.4
St Ann's A., New York	662	580	571	82.5	98.4
St Ann's A. S., Nyack	25	18	13	52.0	72.2
St Ann's Hermitage, Poughkeepsie	303	260	251	82.8	96.5
St Anthony's School, Syracuse	313	271	221	70.6	81.5
St Augustine's A. S., Brooklyn	1 255	950	800	84.5	85.2
St Augustine's A. S., Troy	545	411	275	50.5	66.9
St Bernard's A., Cohoes	751	660	471	62.7	71.4
St Catherine's A., New York	385	359	320	83.1	89.1
St Clara's A. S., East Aurora	27	20	19	70.4	95.0
St Clare's S., Mt Hope	68	58	52	76.5	89.7
St Elizabeth's A., Allegany	355	340	328	92.4	96.5
St Faith's S., Saratoga Springs	61	53	36	59.0	67.9
St Francis A., Brooklyn	1 529	1 186	1 100	71.9	92.7
St Francis de Sales S., Geneva	721	598	549	70.1	91.8
St Francis de Sales S., Utica	362	319	247	68.2	77.4
St Francis Xavier's A., Brooklyn	1 284	1 126	928	72.3	82.4
St James A. of Brooklyn	2 975	1 740	1 609	77.5	92.5
St John's A., Plattsburg	304	243	210	57.7	86.4
St John's A. of Schenectady	356	345	332	93.3	96.2
St John's A. of Rensselaer	603	440	380	63.0	86.4
St John's Catholic A., Syracuse	400	377	297	73.2	78.8
St John's Military S., Manlius	70	47	35	50.0	74.5
St Joseph's A. S., Brasher Falls	216	157	110	50.9	70.1
St Joseph's A. S., Cohoes	157	140	93	59.2	63.7
St Joseph's A. S., Batavia	148	117	106	71.6	90.0
St Joseph's A., Albany	593	466	407	68.6	87.3
St Joseph's A., Niagara Falls	136	120	109	80.1	84.5

1 June examination only.

TABLE 4 (concluded)

Statistics of academic examinations in the approved secondary schools of the State, January and June 1923

Academies (concluded)

SCHOOLS	PAPERS WRITTEN	PAPERS CLAIMED	PAPERS ACCEPTED	PER- CENTAGE OF PAPERS WRITTEN ACCEPTED	PER- CENTAGE OF PAPERS CLAIMED ACCEPTED
St Joseph's A., Schenectady.....	1 050	805	567	53.7	70.4
St Joseph's A., Troy.....	667	603	508	76.2	84.2
St Joseph's A. and I. Fem. S., Lockport.....	369	288	248	67.2	86.1
St Joseph's A., Malone.....	367	277	226	61.6	81.6
St Joseph's Collegiate Inst., Buffalo.....	892	546	471	52.8	80.3
St Joseph's Normal Inst., Pocantico Hills.....	453	493	368	81.2	91.3
St Joseph's S., Amsterdam.....	74	50	42	56.8	75.0
St Lawrence's A., Manhattan.....	463	354	281	60.7	79.4
St Lucy's A., Syracuse.....	489	386	312	63.8	80.8
St Mary's A. S., Olean.....	98	72	70	71.4	97.2
St Mary's A., Dunkirk.....	775	629	520	67.1	82.7
St Mary's A., Ogdensburg.....	564	394	298	52.8	75.6
St Mary's A., Strykersville.....	330	252	198	60.0	78.6
St Mary's A., Swormville.....	92	57	49	53.3	86.0
St Mary's A., Syracuse.....	527	333	248	47.1	74.5
St Mary's A., Troy.....	480	412	347	72.3	84.2
St Mary's A. of Glens Falls.....	I 593	I 415	972	61.0	68.7
St Mary's A. of Hoosick Falls.....	290	184	116	38.8	63.0
St Mary's A. of Hudson.....	388	339	275	70.9	81.1
St Mary's A. of Little Falls.....	525	425	379	72.2	89.2
St Mary's Cath. Inst., Amsterdam.....	922	672	446	48.4	66.4
St Mary's H. S., Lancaster.....	499	415	330	66.1	79.5
St Mary's School, Niagara Falls.....	133	130	127	95.5	97.7
St Mary's School of Clayton.....	111	98	93	83.8	94.9
St Mary's Sem., Buffalo.....	175	122	96	54.9	78.7
St Patrick's A., Catskill.....	169	138	106	62.7	76.8
St Patrick's A., Watervliet.....	672	580	458	68.2	79.0
St Patrick's A., Binghamton.....	558	379	311	55.7	82.1
St Patrick's A. of Troy.....	356	316	167	46.9	52.8
St Patrick's S. of Buffalo.....	57	53	53	93.0	100.0
St Paul's A. of Oswego.....	149	117	113	75.8	96.0
St Peter's A., Troy.....	477	306	243	50.9	79.4
St Peter's H. S., New Brighton.....	985	559	477	69.6	85.3
SS. Peter and Paul's H. S., Jamestown.....	241	187	154	63.9	82.4
SS. Peter and Paul's S., Hamburg.....	143	128	113	79.0	88.3
SS. Peter and Paul's S., Williamsville.....	185	164	122	65.9	74.4
St Rose S., Lima.....	23	18	18	78.3	100.0
St Saviour's S., Brooklyn.....	584	473	447	76.5	94.5
St Walburga's A., New York.....	310	243	202	65.2	83.1
Sallaz A. S., Redford.....	87	66	48	55.2	72.7
Scarborough S., Briarcliff-on-Hudson.....	80	57	50	62.5	87.7
Scudder School for Girls, N. Y. C.....	30	24	22	73.3	91.7
Seton A., Yonkers.....	410	342	271	65.1	79.2
Sherman Collegiate Inst., Moriah.....	96	78	68	70.8	87.2
Sherwood Select S., Sherwood.....	152	118	116	76.3	98.3
Staten Island A., New Brighton.....	185	139	125	67.6	89.9
(The) Stone S., Cornwall-on-Hudson.....	239	167	147	63.9	88.0
¹ Stonybrook S. for Boys.....	39	22	12	30.8	54.5
¹ Susan Fenimore Cooper Foundation S., Cooperstown.....	22	16	16	72.7	100.0
(The) Talmudical A., New York.....	779	736	724	94.0	98.4
Union A. of Belleville.....	225	184	144	64.0	78.3
Ursuline A. of Sacred Heart, Middletown.....	218	132	110	50.5	83.3
Ursuline A., New York.....	364	288	247	67.9	85.8
Utica Catholic A.....	547	415	344	62.9	82.9
Utica Country Day S.....	57	54	51	89.5	91.4
Villa Maria A., N. Y. C.....	166	124	109	65.7	87.9
Vincentian Inst., Albany.....	416	359	332	79.8	92.5
Wagner Memorial Lutheran College, Staten Island.....	148	104	88	59.5	87.1
Total.....	73 413	57 579	49 066	66 8	85 2

¹ June examination only.

TABLE 5
Professional academic examinations, August 1, 1922-July 31, 1923

	WRITTEN				ACCEPTED				REJECTED				PER CENT REJECTED			
	Sept.	Jan.	June	Total	Sept.	Jan.	June	Total	Sept.	Jan.	June	Total	Sept.	Jan.	June	Total
ENGLISH																
Three years.....	604	1 071	1 155	2 887	201	319	408	928	466	752	747	1 950	70	70	65	68
Fourth year.....	468	636	714	1 818	290	303	265	768	208	333	449	1 050	57	52	63	57
Second year, special.....	107	136	174	411	56	88	136	280	51	42	38	131	48	32	22	34
Total.....	1 236	1 837	2 043	5 116	457	710	800	1 976	779	1 127	1 234	3 149	63	61	60	61
FOREIGN LANGUAGES																
German.....	101	352	349	802	60	138	174	381	122	214	175	511	64	61	50	58
French.....	145	217	226	582	26	48	72	146	119	160	148	436	82	78	67	76
Italian.....	32	37	34	103	19	14	10	52	13	23	15	51	41	62	41	40
Spanish.....	222	251	566	1 039	65	59	231	346	157	201	335	693	71	80	59	70
Latin.....	13	15	39	58	1	9	11	24	12	6	1	34	92	40	53	62
Hebrew.....	68	75	61	204	28	37	34	69	40	38	27	105	50	51	44	51
Greek.....	3	4	2	9	.....	1	.....	1	3	3	2	8	100	75	100	92
Total.....	674	951	1 262	2 887	208	297	544	1 049	466	654	718	1 848	69	69	57	64
MATHEMATICS																
Elementary algebra.....	460	840	799	2 108	197	381	279	767	362	459	529	1 341	77	55	65	66
Int. algebra.....	55	70	66	191	18	36	13	67	37	34	53	124	67	49	80	65
Advanced algebra.....	62	62	59	183	24	21	7	52	38	41	52	131	61	66	88	72
Plain geometry.....	324	432	551	1 307	123	159	237	519	201	273	314	788	62	63	57	61
Solid geometry.....	10	8	6	24	3	2	.....	5	7	6	6	19	70	75	100	82
Plain trigonometry.....	12	9	7	28	3	5	.....	8	9	4	7	20	75	44	100	73
Total.....	932	1 421	1 488	3 841	278	604	536	1 418	654	817	952	2 423	70	57	64	63
SCIENCES																
PHYSICS																
Chemistry.....	139	214	278	631	56	127	112	295	83	87	166	336	60	41	60	54
Biology.....	219	366	412	928	143	150	184	477	67	156	228	451	32	51	55	46
Physical geography.....	477	808	897	2 002	116	253	290	668	361	555	508	1 424	76	69	69	63
Physical geology.....	78	114	139	322	7	19	20	46	71	95	110	276	91	83	85	86
Total.....	904	1 412	1 627	3 973	322	549	615	1 486	582	803	1 012	2 487	64	61	62	63

TABLE 5 (concluded)

	WRITTEN				ACCEPTED				REJECTED				PER CENT REJECTED			
	Jan.		June		Sept.		June		Sept.		Jan.		June		Total	
	Sept.	Jan.	June	Total	Sept.	Jan.	June	Total	Sept.	Jan.	June	Total	Sept.	Jan.	June	Total
HISTORIES																
American history.....	566	850	873	2 280	235	343	548	1 120	331	507	325	1 163	58	60	37	52
Modern history 1.....	201	317	331	849	66	190	237	493	135	127	171	356	67	40	28	45
Modern history 2.....	299	408	518	1 225	133	274	347	754	166	134	171	471	56	33	33	41
Civics.....	307	469	445	1 221	108	312	356	836	139	157	89	385	46	33	20	33
Economics.....	225	351	439	1 015	78	131	129	338	147	220	310	677	65	63	71	66
Total.....	1 598	2 395	2 606	6 599	680	1 250	1 617	3 547	918	1 145	989	3 052	57	48	38	46
COMMERCIAL SUBJECTS																
Commercial arithmetic.....	505	630	697	1 838	239	241	258	738	266	395	439	1 100	53	62	63	59
Bookkeeping 1.....	139	195	267	592	82	107	140	329	48	88	127	263	37	45	48	43
Bookkeeping 2.....	100	168	203	480	67	108	121	296	42	60	82	184	39	36	40	38
Shorthand.....	63	69	64	196	34	34	15	83	29	35	49	113	46	51	77	51
Total.....	807	1 068	1 231	3 106	422	400	534	1 446	385	578	697	1 660	48	54	57	53
DRAWING																
Elementary representation.....	48	43	53	144	28	10	28	75	20	24	25	69	42	56	47	48
Intermediate drawing.....	15	20	30	65	2	7	17	26	13	13	13	39	87	65	43	65
Elementary mechanical drawing.....	10	14	11	35	4	7	....	11	6	7	11	24	60	50	100	70
Total.....	73	77	94	244	34	67	45	112	39	44	49	132	53	57	52	54
Grand total.....	6 224	9 191	10 351	25 766	2 401	3 967	4 700	11 034	3 823	5 258	5 651	14 742	61	57	55	57

TABLE 6
Teachers examinations

	Number of examina- tions	Papers written	Papers accepted	Papers rejected	Per cent of papers accepted	Licenses issued	
Training school.....	2	9 462	9 381	81	99.1	632	
Training class.....	2	8 456	7 559	897	89.3	797	
Special.....		480	403	77	83.9	600	
State.....	1	12 268	8 996	3 272	73.	114	(life)
College graduate limited..						25	(limited)
College graduate life.....	2	460	388	72	84.3	502	
College graduate provi- sional.....						86	
College graduate perman- ent.....						282	
Normal.....						137	
New York State College for Teachers.....						1 643	
Rural school renewable....	2	2 264	1 522	742	67.2	94	
Academic.....						255	
Temporary.....						1 460	
Temporary normal.....						1 162	
Temporary equivalent....						110	
Indorsed state.....						68	
Indorsed normal.....						23	
Permanent equivalent.....						108	
Vocational evening certifi- cate.....						42	
Vocational life.....						194	
Library certificate.....						88	
Grand total.....						69	8 605

TABLE 7

Teachers certificates*Issued by Education Department*

State limited.....	25	
State life.....	114	
College graduate life.....	86	
College graduate limited.....	502	
College graduate permanent.....	137	
College graduate provisional.....	282	
Normal diplomas.....	1 643	
New York State College for Teachers.....	94	
Temporary equivalent.....	68	
Indorsed state.....	23	
Indorsed normal.....	108	
Permanent equivalent.....	42	
Vocational (evening school).....	194	
Temporary licenses.....	1 162	
Temporary normal.....	119	
Librarian's certificates.....	69	
Vocational life.....	88	
		<hr/>
Total.....	4 756	<hr/> <hr/>

Issued by district, village and city superintendents

Academic.....	1 469	
Special.....	696	
Training class.....	508	
Training class conditional.....	102	
Training class subacademic.....	187	
Training school.....	583	
Training school kindergarten.....	19	
Training school kindergarten-primary.....	30	
Rural school renewable.....	255	
		<hr/>
	3 849	<hr/> <hr/>
		<hr/>
Total.....	8 605	<hr/> <hr/>

TABLE 8
Teachers certificates issued in cities and villages

CITIES	Tempo- rary	Special	Evening school	Training school	Training school kindergarten	Sub- academic
Albany.....	13	8	12	2		
Amsterdam.....	6	4				
Auburn.....	7	3				
Batavia.....	2	1				
Beacon.....		2				
Binghamton.....	30	10	16			
Brooklyn.....				253	10	
Buffalo.....	11	78	79			
Canandaigua.....	4	4				
Cohoes.....	0					
Corning, district 9.....	1	2				
Corning, district 13.....	1	5				
Cortland.....	1	3				
Dunkirk.....	4	6	6			
Elmira.....	7	13				
Fulton.....	1					
Geneva.....	3	3				
Glen Cove.....	1	1				
Glens Falls.....		1				
Gloversville.....	5	3				
Hornell.....	1	2				
Hudson.....	2	4				
Ithaca.....	5	0				
Jamaica.....				8		
Jamestown.....	9	8	2			
Johnstown.....	0	4				1
Kingston.....	3	2				
Lackawanna.....	7	2				
Little Falls.....	2	3				
Lockport.....	2	4	1			
Long Beach.....	1					
Mechanicville.....	3	5				
Middletown.....	5	3				
Mount Vernon.....	10	9	5			
New Rochelle.....	0	9	2			
New York.....				248		
Newburgh.....	3	1				
Niagara Falls.....	10	10	5			
North Tonawanda.....	4	2	0			
Norwich.....	1	3				
Ogdensburg.....	1	3				
Olean.....	1	1	3			
Oneida.....	2					
Oneonta.....	1	5	1			
Oswego.....	2					
Plattsburg.....	2					
Port Jervis.....	2	4				
Poughkeepsie.....	4	9	5			
Rensselaer.....		2				
Rochester.....	98	69	24	35	430	
Rome.....	7	11				
Salamanca.....	1	3				
Saratoga Springs.....	5					
Schenectady.....	22	20	3	25		
Syracuse.....	8	10		17	9	
Tonawanda.....	1	2				
Troy.....	3	3	1			
Utica.....	4	8	13			
Watertown.....	2	11		5		
Watervliet.....		1				
White Plains.....	3	4	1			
Yonkers.....	11	15	4			
Total.....	365	400	189	583	49	1

a Kindergarten—primary.

TABLE 8 (concluded)

Teachers certificates issued in cities and villages

VILLAGES	Tempo- rary	Special	Evening school	Training school	Training school kinder- garten	Sub- academic
Albion.....		3				
Baldwin.....	1					
Ballston Spa.....						
Bath.....						
Bay Shore.....	2	1				
Carthage.....	1	2				
Catskill.....		2				
Dansville.....	1	2				
Depew.....	4	1				
East Rochester.....						
East Syracuse.....						
Endicott.....	2					
Fairport.....	1					
Frankfort.....						
Fredonia.....		1				
Freeport.....	1	3				
Gouverneur.....	2	2				
Green Island.....						
Harrison.....						
Hastings-on-Hudson.....		2				
Haverstraw.....		1				
Hempstead.....		7				
Herkimer.....	2	2				
Hoosick Falls.....	1	1				
Hudson Falls.....	2					
Huntington.....	1	1				
Ilion.....		1				
Johnson City.....		2				
Kenmore.....						
Lancaster.....						
Lansingburg.....	3					
Lawrence.....	2	1				
Le Roy.....						
Lynbrook.....	1					
Malone.....	2	2				
Mamaroneck.....						
Massena.....	1	3				
Medina.....	2	6				
Newark.....						
North Tarrytown.....	2	3				
Nyack.....		1				
Ossining.....						
Owego.....						
Patchogue.....	4	3				
Peekskill, district 7.....	4					
Peekskill, district 8.....	1					
Pelham Manor.....						
Penn Yan.....	2	1				
Perry.....	3					
Port Chester.....	3	4				
Port Washington.....	1	2				
Rockville Center.....	1	1				
Roslyn.....	2	3				
Saranac Lake.....	1	4				
Saugerties.....						
Scotia.....		2				
Seneca Falls.....	1	3				
Solvay.....	2	7	5			
Spring Valley.....	2					
Tarrytown.....		3				
Ticonderoga.....	1					
Tupper Lake.....		2				
Walden.....	1					
Waterford.....	1	1				
Waverly.....		2				
Wellsville.....	3					
Whitehall.....	3	2				
Total.....	70	91	5			

TABLE 9
Teachers certificates issued in supervisory districts

COUNTIES	Number of districts	Training class	Conditional training class	Training class sub academic	Rural school renewable	Academic	Special	Temporary
Albany.....	1	1	.....	1	.....	4	.....	5
	2	.....	1	.....	1	.....	.....	25
	3	.....	.....	.....	.....	12	1	5
Alegany.....	1	.....	.....	2	.....	19	.....	1
	2	7	4	2	2	5	3	5
	3	.....	.....	.....	.....	13	.....	4
	4	.....	1	1	.....	11	2	5
	5	2	.....	1	.....	7	.....	3
Broome.....	1	5	2	.....	1	11	.....	1
	2	.....	.....	.....	.....	12	.....	2
	3	12	.....	2	2	3	1	4
	4	.....	.....	2	.....	5	2	2
Cattaraugus.....	1	.....	.....	2	1	18	2	5
	2	1	.....	.....	.....	15	.....	9
	3	.....	.....	3	1	18	.....	4
	4	.....	.....	.....	1	.....	.....	1
	5	2	.....	2	.....	13	2	4
Cayuga.....	1	.....	.....	2	.....	6	.....	2
	2	1	.....	2	.....	7	3	3
	3	.....	.....	.....	1	11	.....	4
	4	.....	.....	1	1	6	1	3
	5	13	1	2	.....	3	1	1
Chautauqua.....	1	10	2	1	.....	3	2	.....
	2	1	.....	.....	1	10	1	4
	3	.....	.....	1	1	8	.....	4
	4	15	2	3	.....	6	2	8
	5	.....	.....	1	.....	11	2	6
	6	.....	.....	.....	.....	2	.....	6
Chemung.....	1	7	5	1	2	6	4	5
	2	.....	.....	1	.....	6	.....	1
Chenango.....	1	.....	.....	.....	.....	6	.....	.....
	2	.....	.....	7	1	6	3	1
	3	.....	1	3	.....	7	1	1
	4	13	1	.....	.....	2	3	1
	5	7	.....	2	.....	5	2	.....
Clinton.....	1	.....	.....	.....	9	2	.....	.....
	2	.....	.....	2	.....	5	.....	.....
	3	.....	.....	.....	.....	7	1	2
	4	.....	.....	.....	7	6	.....	6
Columbia.....	1	.....	.....	.....	4	12	1	9
	2	.....	.....	.....	1	5	1	2
	3	.....	.....	.....	4	6	.....	7
Cortland.....	1	.....	.....	.....	.....	4	.....	6
	2	.....	.....	.....	3	9	.....	3
	3	.....	.....	.....	.....	13	.....	4
Delaware.....	1	.....	.....	.....	.....	9	.....	2
	2	1	.....	.....	3	10	1	4
	3	21	1	.....	2	5	3	.....
	4	.....	.....	.....	2	7	.....	4
	5	.....	.....	1	.....	6	.....	4
	6	4	.....	4	2	7	1	1
Dutchess.....	1	.....	.....	.....	2	0	.....	8
	2	.....	.....	1	.....	13	1	14
	3	.....	.....	.....	.....	6	.....	6
	4	.....	.....	.....	1	12	.....	1
Erie.....	1	.....	.....	2	1	12	2	3
	2	.....	.....	.....	7	3	.....	11
	3	.....	.....	2	.....	4	4	4
	4	.....	.....	2	1	5	.....	.....
	5	18	2	2	.....	7	2	5
Essex.....	1	1	.....	1	1	9	.....	2
	2	.....	.....	2	.....	13	1	6
	3	.....	.....	.....	.....	7	1	1
Franklin.....	1	6	5	.....	.....	7	.....	4
	2	.....	.....	.....	3	2	.....	.....
	3	.....	1	4	1	5	.....	5
	4	8	3	1	.....	.....	.....	2
Fulton.....	1	.....	.....	.....	2	5	.....	10
	2	.....	.....	1	4	6	.....	22
Genesee.....	1	.....	1	1	1	12	1	2
	2	.....	.....	.....	.....	12	1	2

TABLE 9 (continued)
Teachers certificates issued in supervisory districts

COUNTIES	Number of districts	Training class	Conditional training class	Training class subacademic	Rural school renewable	Academic	Special	Temporary
Greene.....	1	5	3	4	...	4	...	9
	2	...	...	...	1	5	...	7
	3	...	...	...	1	9	...	5
Hamilton.....	...	...	...	...	3	2	2	6
Herkimer.....	1	4	1	2	4	5	...	2
	2	...	...	3	1	4	1	...
	3	...	...	1	2	9	...	1
	4	...	...	1	1	6	...	6
Jefferson.....	1	...	...	...	...	9	1	3
	2	1	...	2	2	4	...	...
	3	...	1	7	...	14	1	1
	4	8	3	2	2	9	1	2
	5	...	3	1	...	12	...	...
	6	6	1	...	...	12	1	4
Lewis.....	1	1	...	...	2	3	...	4
	2	10	1	2	1	4	...	...
	3	...	...	3	2	5	...	1
	4	...	...	...	1	3	...	2
Livingston.....	1	...	...	...	...	6	2	...
	2	...	...	...	...	15	...	...
	3	...	1	...	...	7	1	2
Madison.....	1	...	1	...	2	5	1	5
	2	4	1	...	...	6	1	1
	3	6	...	...	2	2	...	...
	4	...	...	...	3	8	...	2
Monroe.....	1	...	...	...	...	8	3	3
	2	...	...	...	...	5	2	7
	3	...	...	...	...	3	13	...
	4	...	...	...	...	10	1	6
Montgomery.....	1	...	...	1	2	10	2	...
	2	...	...	...	...	6	...	5
Nassau.....	1	...	...	...	20	3	9	26
	2	...	...	1	...	2	4	4
Niagara.....	1	10	1	3	2	3	1	3
	2	...	...	1	1	9	1	...
Oncida.....	3	10	...	3	2	4	1	...
	1	...	...	...	1	2	1	...
	2	...	...	1	2	9	...	10
	3	4	2	2	5	7	2	7
	4	...	...	...	2	11	...	4
	5	...	2	...	5	7	1	1
	6	...	...	...	2	10	2	...
	7	15	...	1	...	3	...	2
Onondaga.....	1	12	3	...	...	3	...	...
	2	...	...	...	...	5	...	2
	3	...	...	2	...	12	...	3
	4	...	...	...	3	6	1	6
	5	11	1	...	1	3	3	3
Ontario.....	1	...	...	...	...	...	1	...
	2	...	...	...	...	7	...	...
	3	...	...	...	...	5	...	...
	4	...	...	2	...	8	...	2
Orange.....	1	1	...	...	1	8	2	7
	2	8	1	6	...	11	1	3
	3	...	...	4	...	11	...	...
Orleans.....	1	...	...	...	...	3	...	...
	2	...	...	3	1	3	...	...
	3	...	...	...	...	3	...	2
Oswego.....	1	6	7	1	...	5	...	1
	2	...	...	1	1	9	...	1
	3	...	...	2	4	13	...	3
	4	...	...	...	1	5	1	6
	5	7	...	1	...	3	...	5
Otsego.....	1	...	2	1	1	4	...	2
	2	3	...	...	1	6	2	2
	3	...	...	...	...	5	3	7
	4	5	...	...	...	4	1	1
	5	1	...	1	...	3	...	3
	6	...	...	...	...	4	2	2

TABLE 9 (concluded)
Teachers certificates issued in supervisory districts

COUNTIES	Number of districts	Training class	Conditional training class	Training class subacademic	Rural school renewable	Academic	Special	Temporary
Futnam.....	1	.....	.....	2	.....	13	2	11
Rensselaer.....	2	12	3	1	5	13	.....	1
	3	.....	.....	.....	2	3	.....	4
Rockland.....	.....	.....	.....	.....	1	5	.....	4
St Lawrence.....	1	1	.....	.....	1	10	4	3
	2	.....	.....	2	2	7	.....	4
	3	8	1	.....	1	13	.....	1
	4	7	2	.....	.....	12	.....	3
	5	9	1	.....	5	6	.....	2
	6	.....	.....	.....	.....	8	2	2
	7	.....	.....	.....	.....	10	.....	1
	8	.....	.....	1	.....	7	.....	.....
Saratoga.....	1	.....	.....	.....	.....	1	.....	1
	2	2	.....	2	1	8	5	4
	3	.....	.....	.....	.....	1	.....	.....
	4	6	.....	1	2	4	2	.....
Schenectady.....	1	.....	.....	.....	.....	7	.....	.....
Schoharie.....	2	.....	1	.....	2	8	.....	4
	3	15	2	.....	.....	5	.....	7
Schuyler.....	1	.....	3	.....	.....	3	.....	4
	2	11	1	2	.....	2	2	5
Seneca.....	1	.....	.....	.....	.....	8	2	3
	2	1	.....	.....	.....	5	.....	1
Steuben.....	1	15	7	1	.....	7	.....	7
	2	.....	.....	1	.....	12	.....	.....
	3	13	3	.....	1	1	1	2
	4	.....	.....	.....	3	5	2	3
	5	.....	.....	1	.....	6	.....	.....
	6	18	.....	.....	.....	2	.....	2
	7	7	.....	2	.....	4	.....	3
Suffolk.....	1	2	.....	5	1	3	3	7
	2	.....	.....	.....	.....	10	1	1
	3	.....	.....	2	.....	7	8	4
	4	.....	.....	.....	.....	9	2	11
Sullivan.....	1	1	.....	3	2	8	3	4
	2	.....	.....	.....	.....	10	1	11
	3	.....	.....	.....	.....	13	1	6
Tioga.....	1	.....	.....	.....	1	5	2	.....
	2	7	.....	3	1	6	.....	2
	3	10	2	1	4	8	1	3
Tompkins.....	1	.....	.....	.....	2	3	.....	1
	2	2	1	.....	1	5	.....	1
	3	.....	.....	.....	2	5	1	5
Ulster.....	1	.....	.....	1	3	7	4	3
	2	.....	.....	.....	.....	9	2	4
	3	2	.....	.....	2	8	.....	.....
	4	.....	.....	.....	4	11	1	4
Warren.....	1	2	.....	1	.....	18	.....	10
	2	.....	.....	.....	3	8	.....	6
	3	.....	.....	.....	.....	2	.....	7
	4	.....	.....	.....	.....	6	.....	3
Washington.....	1	.....	.....	.....	.....	3	.....	.....
	2	30	3	1	1	8	.....	5
	3	.....	.....	6	.....	2	.....	3
	4	.....	.....	.....	2	11	.....	.....
Wayne.....	1	.....	.....	1	1	8	.....	3
	2	.....	.....	2	.....	5	3	2
	3	.....	.....	.....	.....	9	1	1
	4	.....	.....	.....	.....	7	1	.....
Westchester.....	1	.....	.....	1	1	11	.....	3
	2	.....	.....	.....	1	1	6	2
	3	.....	.....	.....	29	3	2	5
	4	.....	.....	.....	.....	2	5	7
Wyoming.....	1	.....	.....	1	1	1	.....	1
	2	.....	.....	.....	.....	10	.....	3
	3	.....	.....	.....	.....	9	1	6
Yates.....	1	15	4	1	.....	10	1	5
	2	.....	.....	1	.....	2	1	.....
	.....	.....	.....	.....	.....	11	.....	.....
Total.....	.....	508	102	187	255	1 469	205	727

TABLE 10
Teachers special certificates

CLASS AND SUBJECT	PAPERS WRITTEN	PAPERS ACCEPTED
Kindergarten:		
History of education.....	92	74
Psychology.....	86	73
School management.....	64	63
Primary methods.....	81	79
Kindergarten methods.....	95	90
Total.....	418	379
Drawing.....	44	23
Agriculture special.....	18	1
Total.....	480	403

TABLE 11
State teachers examinations, August 1922

SUBJECTS	PAPERS WRITTEN	PAPERS PASSED
Spelling.....	599	568
Arithmetic.....	662	440
Geography.....	583	404
English grammar.....	751	424
Algebra.....	654	316
Physiology.....	768	310
American history.....	766	327
English composition.....	776	476
English and American literature.....	347	288
Latin.....	166	150
French.....	122	92
German.....	124	94
Plane geometry.....	382	201
Physics.....	282	250
Chemistry.....	101	98
Physical geography.....	408	259
Botany.....	268	208
Zoology.....	124	89
History major A.....	179	142
History major B.....	175	121
History minor.....	137	113
Civics.....	642	603
Drawing.....	694	618
History of education.....	240	202
Psychology.....	405	357
Methods of teaching.....	758	693
School management.....	619	599
School law.....	596	554
Total.....	12 268	8 996

TABLE 12

PLACE	Number of candidates	Life certificates issued	Limited certificates issued
Albany.....	157	10	4
Binghamton.....	23	2	0
Buffalo.....	104	3	0
Canisius College.....	184	17	1
Mount St Joseph's.....	106	4	2
Chautauqua.....	16	2	0
Cortland.....	199	15	10
Elmira.....	22	0	0
Hornell.....	23	2	2
Hudson Falls.....	21	0	0
Ithaca.....	40	1	0
Kingston.....	44	1	0
Liberty.....	12	0	0
Malone.....	5	2	0
New York City.....	505	31	2
Norwich.....	7	0	0
Ogdensburg.....	13	6	0
Oneonta.....	19	2	1
Plattsburg.....	39	2	2
Rochester.....	26	2	0
Nazareth Normal, Rochester.....	204	10	9
Syracuse.....	34	0	0
Utica.....	96	4	1
Watertown.....	40	2	0
Convent of Good Shepherd, Troy.....	1	0	0
Mount Florence, Peekskill.....	30	2	0
Mount St Joseph's, Newburgh.....	28	0	0
Total.....	1 992	114	25

TABLE 13

Training school examinations, January and June 1923

PLACE	NUMBER OF PAPERS WRITTEN	NUMBER OF PAPERS ACCEPTED	PER CENT OF PAPERS ACCEPTED	NUMBER OF PAPERS ACCEPTED AT 75-80 %	NUMBER OF PAPERS ACCEPTED AT 90-100 %
Albany.....	4	4	100	2	2
Brooklyn.....	2 940	2 940	100	2 750	184
Jamaica.....	1 595	1 595	100	1 415	180
New York.....	3 274	3 274	100	3 005	269
Rochester.....	912	912	100	660	252
Schenectady.....	215	198	92.0	144	54
Syracuse.....	414	355	85.7	302	53
Watertown.....	108	103	95.3	71	32
Total.....	9 462	9 381	99.1	8 355	1 126

TABLE 14
Training class

PLACE	NUMBER OF PAPERS WRITTEN	NUMBER OF PAPERS ACCEPTED	PER CENT OF PAPERS ACCEPTED	NUMBER OF PAPERS ACCEPTED AT 75-89 %	NUMBER OF PAPERS ACCEPTED AT 90-100 %
Addison.....	199	176	88.4	163	13
Alfred.....	159	154	96.2	131	23
Berlin.....	91	77	84.6	73	4
Boonville.....	229	211	92.1	172	39
Brushton.....	185	137	74.	122	15
Carthage.....	245	191	77.9	166	25
Catskill.....	185	157	84.8	131	26
Chateaugay.....	236	188	79.6	176	12
Clinton.....	132	100	82.5	106	3
Cobleskill.....	176	166	94.3	127	31
Corinth.....	76	69	90.7	66	3
Corning.....	215	193	89.7	174	19
Delhi.....	205	190	92.6	153	37
Deposit.....	127	166	83.4	89	17
De Ruyter.....	111	100	90.	81	19
Dexter.....	241	261	83.4	168	33
a Ellington.....	5	4	80.	4	
Endicott.....	120	118	91.4	94	24
Forestville.....	154	116	75.3	100	16
Friendship.....	99	82	82.8	82	
Goshen.....	79	74	93.6	58	16
Granville.....	321	299	93.1	240	59
Greene.....	132	126	95.4	104	22
Hannibal.....	196	163	83.1	125	38
Harrisville.....	64	54	85.7	45	9
Horseheads.....	162	153	94.4	129	24
Hudson Falls.....	308	297	93.1	196	101
Lowville.....	267	248	92.8	224	24
Madrid.....	87	74	85.	60	5
Middleport.....	161	151	93.7	122	29
Moravia.....	153	141	92.8	125	16
Morrisville.....	173	163	94.2	124	39
North Cohocton.....	241	232	96.2	206	26
Norwich.....	113	106	93.8	86	20
Ogdensburg.....	244	210	86.	174	36
Owego.....	163	145	88.9	133	12
Penn Yan.....	266	260	97.7	189	71
Ravena.....	52	45	86.5	35	10
Russell.....	123	105	85.3	93	12
Sandy Creek.....	194	167	86.	148	19
Sherman.....	217	201	92.6	185	16
Skaneateles.....	159	157	98.8	143	14
Spencer.....	132	102	77.2	90	3
Springville.....	299	291	97.3	223	68
Stamford.....	70	65	92.8	58	7
Tully.....	189	166	87.8	136	30
Unadilla.....	155	139	89.	109	30
Walton.....	138	124	89.8	109	15
Watkins.....	228	211	92.5	160	51
West Winfield.....	197	82	76.6	59	23
Wilson.....	64	63	98.4	47	16
Total.....	8 456	7 559	89.3	6 331	1 228

a No class maintained.

TABLE 15
Rural school renewable certificates

	Papers written	Papers accepted	Papers rejected	Per cent accepted
English for teachers.....	190	118	72	.....
Nature study.....	472	331	141	.....
School law.....	471	279	192	.....
School management.....	487	373	114	.....
Methods.....	414	284	130	.....
History of education.....	230	137	93	.....
Total.....	2 264	1 522	742	67.2

TABLE 16

Papers written by competitors for Cornell scholarships, 1923

Number of candidates who entered..... 487

Papers written as follows:

<i>Subject</i>	<i>Number</i>
Latin.....	237
French.....	265
German.....	22
Greek.....	4
Spanish.....	90
English.....	486
Ancient history.....	54
English history.....	13
American history.....	419
Advanced mathematics.....	43
Algebra.....	476
Geometry.....	480
Physics.....	163
Chemistry.....	130
	2 882

The increase in the number of candidates for and the number of papers written in the June 1923 examination as compared with the June 1922 examination, is as follows:

Candidates, 1923.....	487	Papers written.....	2 882
Candidates, 1922.....	430	Papers written.....	2 542

EXHIBIT K

[617]

EXHIBIT K

HIGHER INSTITUTIONS

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TABLE

Statistics of universities, graduate departments,

No.	NAME	LOCATION
I		
UNIVERSITIES		
1	Alfred University.....	Alfred.....
2	^a Columbia University.....	New York.....
3	Cornell University.....	Ithaca.....
4	Fordham University.....	Fordham.....
5	New York University.....	New York.....
6	St Lawrence University.....	Canton.....
7	Syracuse University.....	Syracuse.....
8	Union University.....	Albany and Schenectady.....
9	University of Buffalo.....	Buffalo.....
GRADUATE DEPARTMENTS		
1	Columbia University, graduate faculties.....	New York.....
2	Cornell University, graduate department.....	Ithaca.....
3	Fordham University, graduate department.....	Fordham.....
4	New York University, graduate school.....	New York.....
5	Syracuse University, graduate school.....	Syracuse.....
COLLEGES FOR MEN		
1	Canisius College.....	Buffalo.....
2	Colgate University.....	Hamilton.....
3	College of St Francis Xavier.....	Brooklyn.....
4	College of the City of New York.....	New York.....
5	Columbia College.....	New York.....
6	Fordham University, St John's College.....	Fordham.....
7	Hamilton College.....	Clinton.....
8	Hobart College.....	Geneva.....
9	Manhattan College.....	New York.....
10	New York University College.....	New York.....
11	Niagara University, collegiate department.....	Niagara University.....
12	^b St Bonaventure's College.....	Allegany.....
13	St Francis College.....	Brooklyn.....
14	St John's College.....	Brooklyn.....
15	St Joseph's Seminary and College.....	Yonkers.....
16	St Stephen's College.....	Annandale.....
17	Union College.....	Schenectady.....
COLLEGES FOR WOMEN		
1	Adelphi College.....	Brooklyn.....
2	College of Mt St Vincent.....	New York.....
3	College of New Rochelle.....	New Rochelle.....
4	College of St Rose.....	Albany.....
5	College of the Sacred Heart.....	New York.....
6	Columbia University, Barnard College.....	New York.....
7	D'Youville College and Academy of the Holy Angels.....	Buffalo.....
8	Elmira College.....	Elmira.....
9	Hunter College of the City of New York.....	New York.....
10	Keuka College.....	Keuka Park.....
11	Marymount College.....	Tarrytown.....
12	Russell Sage College.....	Troy.....
13	St Joseph's College for Women.....	Brooklyn.....
14	Skidmore School of Arts.....	Saratoga Springs.....
15	Vassar College.....	Poughkeepsie.....
16	Wells College.....	Aurora.....
17	William Smith College.....	Geneva.....

^a Including Barnard and Teachers College and College of Pharmacy of the City of New York.

^b Including data for high school department.

I

colleges for men, colleges for women

SENIOR OFFICER OF FACULTY			Denomination	Years in course	Days of regular instruction	No.
3	4	5				
Boothe Colwell Davis Ph.D. D.D. LL.D. (president).....	7 B.	d.	166	1		
Nicholas Murray Butler Ph.D. Litt. D. LL.D. (president)	d.	d.	192	2		
Livingston Farrand B.A. L.H.D. M.D. LL.D. (president)	d.	d.	209	3		
Rev. Edward P. Tivnan Ph.D. (president).....	R.C.	d.		4		
Elmer Ellsworth Brown Ph.D. LL.D. (chancellor).....	d.	d.		5		
Richard Eddy Sykes D.D. (president).....	U.	d.	200	6		
Charles W. Flint M.A. D.D. LL.D. (chancellor).....	d.	d.		7		
Charles Alexander Richmond D.D. LL.D. (president).....	d.	d.		8		
Samuel Paul Capen Ph.D. L.H.D. LL.D. (chancellor).....	d.	d.		9		
Frederick J. E. Woodbridge M.A. LL.D. (dean).....	?	?	192	1		
Ralph H. Keniston Ph.D. (dean).....	?	?	209	2		
Rev. R. Rush Rankin Ph.D. (dean).....	R.C.	?	?	3		
Earle Brownell Babcock Ph.D. (dean).....	?	?	207	4		
William L. Bray Ph.D. (dean).....	?	?	206	5		
Rev. M. J. Ahern (president).....	R.C.	4	198	1		
George Barton Cutten Ph.D. D.D. LL.D. (president) W. H. Crawshaw LL.D. (dean).....	B.	4	180	2		
College work discontinued.....				3		
Sidney Edward Mezes Ph.D. LL.D. (president).....		4	196	4		
Herbert E. Hawkes Ph.D. (dean).....		4	192	5		
Rev. Michael Jessup Ph.D. (dean).....	R.C.	4	167	6		
Frederick C. Ferry LL.D. (president).....	P.	4	199	7		
Murray Bartlett D.D. (president) William P. Durfee Ph.D. LL.D. (dean).....	P.E.	4	202	8		
Rev. Brother C. Thomas (president).....	R.C.	4	198	9		
Archibald Lewis Bouton M.A. (dean).....		4	208	10		
Very Rev. William E. Katzenberger (president).....	R.C.	4	165	11		
Very Rev. Thomas Plassman (president) Rev. Gerald McMinn (dean)	R.C.	4	198	12		
Brother David (president).....	R.C.	4	174	13		
Very Rev. John W. Moore LL.D. (president) Rev. Edward L. Carey (dean).....	R.C.	4	175	14		
Rev. Francis C. Campbell (president) Rev. Martin J. Drury (dean) ..	R.C.	4	175	15		
Bernard Iddings Bell D.D. (president).....	P.E.	4	219	16		
Edward Eilery Sc.D. (dean).....		4	213	17		
Frank Dickinson Blodgett M.A. LL.D. (president).....		4	173	1		
Sister Josephine Rosaire (dean).....	R.C.	4	190	2		
Mother Irene (vice president).....	R.C.	4	177	3		
Rt. Rev. Edmund F. Gibbons D.D. (president).....	R.C.	4	165	4		
Ruth Burnett (president).....	R.C.	4	184	5		
Virginia C. Gildersleeve Ph.D. (dean).....		4	192	6		
Sister Verecunda (president).....	R.C.	4	164	7		
Rev. Frederick Lent Ph.D. (president).....	P.	4	210	8		
George Samler Davis LL.D. (president).....		4	174	9		
A. H. Norton (president).....	B.	4	192	10		
Rev. Mother M. J. Butler.....	R.C.	4	160	11		
Eliza Kellas (president).....		4	170	12		
Rt. Rev. Thomas E. Molloy D.D. (president).....	R.C.	4	150	13		
Charles Henry Keyes Ph.D. (president).....		4	183	14		
Henry Noble MacCracken Ph.D. L.H.D. LL.D. (president).....		4	163	15		
Kerr Duncan Macmillan B.A. B.D. (president).....		4	161	16		
Murray Bartlett D.D. (president) Mrs Barbour Walker (dean).....	P.E.	4	202	17		

c 7 B.—Seventh Day Baptist; U.—Universalist; R.C.—Roman Catholic; B.—Baptist; P.—Presbyterian; P.E.—Protestant Episcopal. d See separate departments.

TABLE I
Statistics of universities, graduate departments,

No.	OFFICERS OF INSTRUCTION					NUMBER						
	Full professors	Adjunct, associate and assistant professors	Instructors and tutors	Lecturers	Other assistants on teaching force	TOTAL FACULTY			BY CLASSES			
						Men	Women	Total	Freshman 1st year	Sophomore 2d year	Junior 3d year	Senior 4th year
	7	8	9	10	11	12	13	14	15	16	17	18
1	20	5	22	1	2	38	12	50	134	111	98	48
2	223	228	356	118	243	925	243	1 168	2 022	1 672	1 296	1 051
3	243	140	292	12	186	815	58	873	1 494	1 240	1 136	1 112
4	51	28	62	11	5	153	4	157	1 114	779	359	114
5	94	118	304	135	37	665	23	688	6 878	1 807	1 503	940
6	34	5	20	4	3	57	9	66	772	440	312	67
7	140	96	202	10	29	407	76	483	1 734	1 412	883	638
8	25	41	66	56	12	191	3	194	580	339	220	120
9	60	34	66	62	31	245	8	253	567	339	216	180
Tot.	896	695	1 384	409	548	3 496	436	3 932	15 295	8 139	6 083	4 279
1						a	a	a				
2	243	140				364	19	383				
3	8	23	50			77	4	81				
4	55	30	4	14		103		103				
5	34	24	29	1	5	81	12	93				
Tot.	340	217	83	15	5	625	35	660				
1	17	7	20	1	7	52		52	177	97	55	43
2	22	15	7		2	46		46	214	180	140	127
3												
4	25	74	72	1	25	b196	2	b198	1 597	643	393	357
5	114	67	79	42	46	333	15	348	619	535	413	539
6	27		2		5	34		34	254	179	94	114
7	19	8	1	1	1	30		30	111	98	57	52
8	13	3	11			22	5	27	106	64	26	31
9	8	3	1			b13		b13	130	66	20	31
10	61	67	186	89	19	413	9	422	293	174	88	62
11	16	2			4	22		22	81	48	18	21
12	36		6		2	44		44	70	58	50	46
13	9	4	3			16		16	26	14	20	10
14	11	3			2	16		16	62	44	15	11
15	4	7				b13		b13	30	31	h38	h33
16	6	9	1			15	1	16	35	34	14	6
17	13	17	26	6		62		62	283	159	121	106
Tot.	401	286	415	140	113	1 327	32	1 359	4 088	2 415	1 571	1 580
1	15		11			12	b 16	b 28	112	91	75	80
2	17	13	4	7		b 22	20	b 42	78	60	47	30
3	25	6	13	1	1	22	b 26	b 48	136	114	105	76
4	7	5		2		b 7	8	b 15	17	17	10	
5	9	10		4		10	b 14	b 24	51	30	23	28
6	24	30	18	9	15	45	51	96	270	168	219	98
7	9	4	8	6		9	b 19	b 28	57	28	24	23
8	22	8	12		1	b 9	35	b 44	158	130	105	90
9	17	36	63		2	22	96	118	816	306	210	296
10	7	3	1	1		4	8	12	35	33		
11	15	2	1	10		13	b 17	b 30	36	12	12	
12	11	4	17			1	b 32	b 33	104	84	61	51
13	9	7	2	1	1	b 7	b 15	b 22	47	35	17	15
14	17	5	14		4	b 9	b 33	b 42	179	119	65	31
15	39	42	56		15	25	b 128	b 153	326	337	262	223
16	15	13	9		2	9	30	39	61	51	67	38
17						c	c	c	58	41	16	27
Tot.	258	188	229	41	41	226	548	774	2 541	1 662	1 324	1 124

a Included with Columbia College.

b Including presiding officers of faculty who do not teach.

c Included with Hobart College.

d See separate departments.

e Not including 3697 students

(continued)

colleges for men, colleges for women

AND CLASSIFICATION OF STUDENTS

BY COURSES			TOTAL IN UNDER-GRADUATE COURSES		UNCLASSIFIED STUDENTS OF COLLEGE GRADE		IN GRADUATE COURSES		TOTAL REGISTRATION			No.
B.A.	B.S.	Other	Men	Women	Men	Women	Men	Women	Men	Women	Total	
19	20	21	22	23	24	25	26	27	28	29	30	
d.....	d.....	d.....	231	160	27	13	3	1	f 250	f 166	f 416	1
d.....	d.....	d.....	4 135	1 906	417	1 735	1 678	1 955	f 6 006	f 5 572	f 11 578	2
d.....	d.....	d.....	3 862	1 120	75	23	444	96	f 4 288	f 1 214	f 5 502	3
d.....	d.....	d.....	2 195	171	33	2	57	174	2 285	347	2 632	4
d.....	d.....	d.....	9 839	1 358	639	215	1 907	1 046	f 12 089	f 2 565	f 14 654	5
d.....	d.....	d.....	1 276	315	27	14	19	2	f 1 314	f 321	f 1 635	6
d.....	d.....	d.....	2 885	1 782	270	435	134	94	g 3 169	g 2 130	g 5 299	7
d.....	d.....	d.....	1 224	35	17	4	40	.....	1 281	39	1 320	8
d.....	d.....	d.....	1 089	222	98	246	13	10	1 200	478	1 678	9
.....	.....	.....	26 727	7 069	1 599	2 687	4 295	3 378	31 882	12 832	44 714	Tot.
.....	.....	.....	.....	.....	67	78	994	878	1 061	955	2 017	1
.....	.....	.....	.....	.....	.....	.....	444	96	.....	.....	540	2
.....	.....	.....	.....	.....	.....	.....	57	174	57	174	231	3
.....	.....	.....	.....	.....	.....	.....	332	87	332	87	419	4
.....	.....	.....	.....	.....	.....	.....	127	90	127	90	217	5
.....	.....	.....	.....	.....	67	78	1 954	1 325	2 021	1 403	3 424	Tot.
144	228	.....	281	91	54	85	4	7	339	183	522	1
127	534	.....	661	.....	.....	.....	3	.....	664	.....	664	2
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	3
542	2 352	96	2 990	.....	98	.....	86	.....	3 174	.....	3 174	4
2 641	65	.....	2 106	.....	13	.....	.....	.....	2 119	.....	2 119	5
452	180	.....	578	54	.....	.....	.....	.....	578	54	632	6
247	71	.....	318	.....	.....	.....	.....	.....	318	.....	318	7
57	170	.....	227	.....	.....	.....	.....	.....	227	.....	227	8
174	82	.....	256	.....	.....	.....	.....	.....	256	.....	256	9
122	60	435	617	.....	3	.....	1 267	611	1 887	611	2 498	10
106	38	24	168	.....	4	.....	11	.....	183	.....	183	11
155	69	.....	210	14	.....	.....	.....	.....	210	14	224	12
70	.....	.....	70	.....	10	.....	.....	.....	80	.....	80	13
79	53	.....	132	.....	.....	.....	.....	.....	132	.....	132	14
132	.....	.....	132	.....	.....	.....	.....	.....	132	.....	132	15
89	.....	.....	89	.....	15	.....	.....	.....	104	.....	104	16
195	379	95	660	.....	40	.....	.....	.....	709	.....	709	17
4 732	4 281	650	9 504	159	237	85	1 371	618	11 112	862	11 974	Tot.
352	6	.....	.....	358	.....	14	.....	1	.....	373	373	1
186	38	.....	.....	224	.....	3	.....	4	.....	231	231	2
310	74	41	.....	431	.....	7	.....	.....	.....	438	438	3
42	8	.....	.....	50	.....	.....	.....	.....	.....	50	50	4
138	.....	.....	.....	138	.....	.....	.....	.....	.....	138	138	5
751	4	.....	.....	755	.....	70	.....	.....	.....	825	825	6
132	.....	.....	.....	132	.....	2	.....	6	.....	140	140	7
205	287	.....	.....	492	.....	2	.....	3	.....	497	497	8
1 628	.....	.....	1 628	.....	80	.....	.....	.....	1 708	1 708	1 708	9
25	43	.....	.....	68	.....	.....	.....	.....	.....	68	68	10
60	.....	.....	.....	60	.....	12	.....	.....	.....	72	72	11
42	258	.....	.....	300	.....	7	.....	.....	.....	307	307	12
114	.....	.....	.....	114	.....	.....	.....	.....	.....	114	114	13
.....	394	.....	.....	394	.....	.....	.....	.....	.....	394	394	14
1 148	.....	.....	1 148	.....	.....	.....	.....	.....	1 148	1 148	1 148	15
217	.....	.....	.....	217	.....	1	.....	1	.....	219	219	16
52	90	.....	.....	142	.....	.....	.....	.....	.....	142	142	17
5 408	1 202	41	6 651	.....	198	.....	.....	15	.....	6 864	6 864	Tot.

in evening classes.
preparatory course.

f Omitting duplicates.

h Taken from report for year 1921-22.

g Omitting duplicates and also 105 students in

TABLE 1
Statistics of universities, graduate departments,

No.	DEGREES CONFERRED ON COMPLETION OF COURSE																TOTAL	
	B.A.	Ph.B.	B.S.	B.D.	Pd.B.	LL.B.	M.D.	D.D.S.	Ph.G.	D.V.M. or D.V.S.	C.E.	M.E.	E.E.	Other degrees			Men	Women
	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46		
1	29		23												27	25		
2	505		607			157	95	4			1	3	9	92	825	648		
3	317		248			29	93			27	93	134	44	66	a 724	258		
4	105		5			235	83		159						459	45		
5	42		58			197	83								787	1 063	104	
6	18		45			183									202	46		
7	219		320			30	35					26			59	424	294	
8	11		48			72	14		64		34			15	250	8		
9	15		56			47	49	64	63						15	262	47	
Tot.	1 261		1 410	2		941	339	68	286	27	194	163	91	1 019	4 236	1 475		
1																		
2																		
3																		
4																		
5																		
Tot.																		
1	23		18												24	17		
2	27		96												123			
3																		
4	59		258												322	5		
5	348		9												357			
6	105		5												88	22		
7	43		7												50			
8	7		24												31			
9	18		13								6				37			
10	42		2											92	86	50		
11	17	1	2												20			
12	28		5												30	3		
13	8														8			
14	19														13	b 6		
15																		
16	5														5			
17	11	48									34		15		108			
Tot.	760	49	439								40		15	102	1 302	103		
1	73		9													82		
2	33		6													39		
3	49	5	15											5		74		
4																		
5	28															28		
6	157		2													159		
7	23															23		
8	40		59												1	100		
9	238															238		
10																		
11																		
12	4		47													51		
13	15															15		
14			27													27		
15	229															229		
16	40															40		
17	10		17													27		
Tot.	939	5	182											6		1 132		

a War alumnus was also conferred on 9 men.

b Work done in extension courses.

(continued)

colleges for men, colleges for women

HIGHER DEGREES CONFERRED DURING YEAR								HONORARY DEGREES CONFERRED								No.
ON EXAMINATION						IN COURSE WITHOUT EXAMINATION		GRADUATED WITHOUT DEGREES		TOTAL						
M.A.	Ph.D.	M.S.	All others	TOTAL		Men	Women	Men	Women	D.D. or S.T.D.	LL.D.	All others	TOTAL			
				Men	Women								Men	Women		
47	48	49	50	51	52	53	54	55	56	57	58	59	60	61		
1 199	107	64	4	654	720	1		20	15	1	1	2	3	1	1	
42	50	48	24	135	29			2	8	2	3	3	8	2	2	
48	14	2		19	45								2		3	
29	16	19	80	115	29			98	40	1	4	4	9	4	4	
		1	14	15						1	2	1	4	5	5	
18	1	10		19	10			29	52	3		3	6	6	6	
	3			11				1			2	5	7	7	7	
6				3	3										9	
1 342	191	148	126	971	836	1		150	115	8	14	18	39	1	Tot.	
522	107			356	273										1	
42	50	48	24	135	29										2	
48	14	2		19	45										3	
29	16	9	1	41	14										4	
18	1	10		19	10										5	
659	188	69	25	570	371										Tot.	
13		1		4	10										1	
4				4						2		4	6		2	
															3	
		1	24	25											4	
															5	
1				1						2	2		4		6	
										2	3		5		7	
1				1							1		1		8	
															9	
5				5							1		1		10	
16				16				15							11	
															12	
						2					1		1		13	
															14	
								3		2		1	3		15	
															16	
40		2	24	56	10	2		18		8	8	5	21		Tot.	
1					1										1	
3					3										2	
															3	
															4	
															5	
															6	
															7	
2					2							1		1	8	
									34						9	
															10	
															11	
															12	
									15						13	
3					3										14	
															15	
															16	
															17	
9					9				49			1		1	Tot.	

TABLE I

Statistics of universities, graduate departments,

No.	Volumes in library	SUMMARY			
		Grounds	Buildings	Furniture	Apparatus
	62	63	64	65	66
1	35 000	\$30 200 ..	\$306 970 08	\$20 585 30	\$69 772 13
2a	863 341	10 134 564 51	15 006 518 23	258 903 74	990 402 59
3	688 086	476 722 24	7 439 396 10	g 2 211 079 01	.....
4	115 000	1 913 000 ..	879 008 ..	35 000 ..	87 000 ..
5	169 429	1 264 940 71	3 478 407 83	h 205 294 33	.....
6	35 600	30 000 ..	337 000 ..	15 000 ..	31 300 ..
7	119 980	307 718 77	3 973 138 06	h 558 890 39	.....
8	66 370	228 000 ..	799 500 ..	25 385 05	80 423 40
9	26 798	1 284 412 ..	1 424 042 03	47 778 23	229 801 15
Tot.	2 120 204	\$15 675 567 23	\$33 725 070 39	\$3 474 517 34	\$1 458 699 36
1	.....	.....	.....	.....	.....
2	.....	.....	.....	.....	.....
3	.....	.....	.....	.....	.....
4	.....	.....	.....	.....	.....
5	.....	.....	.....	.....	.....
Tot.b	.....	.....	.....	.....	.....
1	21 500	\$250 000 ..	\$360 000 ..	\$20 000 ..	\$104 000 ..
2c	99 217	123 000 ..	1 150 000 ..	19 478 ..	10 000 ..
3	.....	.....	.....	.....	.....
4	75 000	2 500 400 ..	4 082 444 73	404 910 ..	313 410 98
5	.....	.....	.....	.....	.....
6	.....	.....	.....	.....	.....
7	190 959	138 721 50	856 000 ..	11 000 ..	11 342 91
8d	73 000	68 000 ..	399 186 15	10 000 ..	15 000 ..
9	9 525	280 000 ..	72 000 ..	7 000 ..	5 200 ..
10	.....	.....	.....	.....	.....
11	15 000	300 000 ..	900 000 ..	200 000 ..	50 000 ..
12	16 500	75 350 ..	799 800 ..	212 590 ..	26 000 ..
13	6 292	155 000 ..	237 000 ..	21 000 ..	5 000 ..
14	14 800	212 500 ..	532 500 ..	37 300 ..	55 500 ..
15	6 200	800 000 ..	100 000 ..	23 330 ..	3 000 ..
16	48 326	14 261 25	e 410 636 89	.....	.....
17	.....	.....	.....	.....	.....
Tot.b	486 319	\$5 009 232 75	\$9 869 567 77	\$966 608 ..	\$598 453 89
1	7 634	\$30 000 ..	\$209 566 ..	\$14 000 ..	\$9 608 36
2	14 500	326 704 16	.....	30 000 ..	28 320 ..
3	9 414	79 557 ..	634 381 25	70 010 50	7 000 ..
4	3 725	35 300 ..	78 709 ..	29 938 ..	3 020 64
5	11 147	962 000 ..	250 000 ..	10 000 ..	2 250 ..
6	.....	.....	.....	.....	.....
7	10 120	175 000 ..	260 000 ..	110 000 ..	9 200 ..
8	18 780	75 411 50	544 994 26	i 145 037 30	.....
9	26 415	2 000 000 ..	f 1 100 000 ..	.....	.....
10	7 850	2 500 ..	315 000 ..	19 000 ..	13 000 ..
11	0 000	300 000 ..	865 000 ..	50 000 ..	25 000 ..
12	2 957	65 000 ..	494 720 45	59 717 74	10 435 87
13	2 000	135 000 ..	125 000 ..	6 870 35	9 942 31
14	12 018	132 746 38	726 834 32	h 154 293 28	.....
15	123 658	103 709 ..	3 416 048 69	126 624 34	130 287 00
16	44 861	31 409 97	497 021 20	i 207 676 21	.....
17	.....	.....	.....	.....	.....
Tot.b	304 079	\$4 454 329 01	\$9 427 176 17	\$1 024 176 72	\$254 065 08

a Including Barnard and Teachers College and College of Pharmacy of the City of New York
 b Excluding departments of universities which are included in data given for university
 c Including theological department. d The figures for Hobart College include those for William

(continued)

colleges for men, colleges for women

OF PROPERTY						No.
Library	Museum	Other property	Total used by institution	Investments	Total property	
67	68	69	70	71	72	
\$29 764 64	\$15 000		\$568 292 24	\$637 943 34	\$1 206 235 58	1
1 174 613 09	15 000	\$771 348 31	28 321 350 47	03 119 173 07	91 440 523 54	2
1 035 921			11 163 719 01	19 480 311 93	30 644 030 94	3
130 000	11 000	94 000	3 149 098	91 499 45	3 240 597 45	4
257 735 82		206 371 29	5 502 758 98	2 915 167 48	8 417 926 40	5
20 000	8 000	62 558 58	509 858 58	1 164 924 89	1 674 783 47	6
204 093 45		15 957 75	5 059 798 42	3 296 585 70	8 358 384 12	7
51 000	40 000	3 500	1 218 809 14	2 508 764 11	3 727 573 25	8
83 396 04	16 646 80	15 288 30	3 101 364 55	1 491 170 22	4 592 534 77	9
\$2 986 524 04	\$105 646 80	\$1 160 024 23	\$58 595 049 39	\$94 797 540 19	\$153 302 589 58	Tot.
						1
						2
						3
						4
						5
						Tot.
\$70 000	\$35 000	\$50 000	\$889 000	\$180 724 36	\$1 069 724 36	1
78 200	15 000		1 397 678	3 174 185 50	4 574 863 50	2
105 000	42 500		7 508 665 71		7 508 665 71	3
						4
100 000	10 000		1 127 064 41	2 538 245 32	3 665 309 73	5
35 000	10 000	58 976 26	566 162 41	856 759 59	1 422 922	6
6 900	6 300		377 400	104 000	481 400	7
						8
30 000			1 480 000		1 480 000	9
250 000	7 000	105 800	1 476 540	52 500	1 529 040	10
18 825	100	90 000	526 925	4 000	530 925	11
13 000	3 600		884 400	43 000	927 400	12
6 200			932 530	39 780	972 310	13
88 724		10 755 06	524 377 20	172 153 59	696 530 79	14
						15
						16
						17
\$801 849	\$129 500	\$315 531 32	\$17 690 742 73	\$7 165 348 36	\$24 850 091 09	Tot.
\$6 630 05		\$160 368 32	\$430 172 73	\$294 287 66	\$724 460 39	1
23 785	\$36 905	51 031 54	505 805 70	640 300	1 152 105 70	2
11 000			801 948 75	554 401 53	1 356 350 28	3
7 550			145 508 64		145 508 64	4
12 000	10 000		1 246 250		1 246 250	5
						6
10 000	250		564 450		564 450	7
	10 000	57 537 25	832 890 31	399 950 45	1 231 940 76	8
\$30 000		10 000	3 140 000		3 140 000	9
15 000	500	35 969 80	391 969 80	124 479 24	516 449 04	10
25 000	000		1 265 000		1 265 000	11
4 417 66			550 291 72	803 395 72	1 353 687 44	12
3 880 16			280 710 82	10 250	290 960 82	13
23 026 95		46 500 02	1 083 400 95	397 308 75	1 390 709 70	14
240 866 61	10 414 19	20 003 39	4 060 005 12	5 338 034 06	9 398 939 78	15
			736 107 38	1 153 290 83	1 889 398 21	16
						17
\$419 165 43	\$68 729 19	\$387 470 32	\$16 035 111 92	\$9 637 698 84	\$25 672 810 76	Tot.

Smith College.
all equipment,
museum.

e Including furniture and apparatus.

h Including apparatus.

f Including furniture.

i Including apparatus and library.

g Including

j Including

TABLE I
Statistics of universities, graduate departments,

No.	SUMMARY OF PROPERTY (<i>continued</i>)		Total receipts	GENERAL Salaries of president, clerks and office assistants
	Debts	Net property		
	73	74	75	76
1	\$47 000	\$1 150 235 58	\$339 123 22	\$11 919 92
2	5 451 622 12	85 988 901 12	22 591 455 15	198 819 67
3		30 644 030 94	6 735 243 43	322 294 93
4	400 253 18	2 771 344 27	877 597 80	37 418 54
5	764 310 29	7 653 616 17	3 749 642 87	247 818 98
6		1 074 783 47	499 176 95	21 150 22
7	1 286 153 73	7 971 939 39	1 617 292 53	93 710 20
8	12 000	3 715 573 25	923 621 20	43 957 45
9	101 500	4 491 934 77	1 176 521 94	47 810 77
Tot.	\$8 132 139 32	\$145 170 450 26	\$38 506 675 09	\$1 324 000 68
1				
2				
3				
4				
5				
Tot.				
1	\$322 000	\$747 724 36	\$93 413 11	\$3 000 ..
2		4 571 863 50	339 751 23	12 139 ..
3				
4		7 598 665 71	1 817 805 97	16 910 ..
5				
6				
7		3 665 309 73	564 655 41	17 117 68
8	7 000 ..	1 415 922 ..	447 980 19	19 647 71
9	42 105 ..	439 295 ..	57 354 97	
10				
11	150 000 ..	1 330 600 ..	127 745 53	
12	200 000 ..	1 329 040 ..	95 614 65	
13	28 000 ..	502 925 ..	47 257 49	
14	151 000 ..	776 400 ..	99 044 92	2 380 ..
15	250 000 ..	722 310 ..	84 052 92	
16	70 943 95	626 486 84	201 250 55	11 112 ..
17				
Tot.	\$1 220 148 95	\$23 635 942 14	\$3 975 935 94	\$82 357 39
1	\$120 000	\$604 400 39	\$155 147 33	\$11 281 68
2	470 697 07	681 408 03	101 394 71	
3	293 500 ..	1 062 850 28	200 354 73	
4	63 000 ..	82 508 64	20 904 21	
5		1 246 250 ..	71 308 ..	
6				
7		564 450 ..	38 720 71	
8		1 231 940 76	295 650 61	12 119 77
9		3 110 000 ..	631 236 71	
10	17 114 97	499 334 07	74 749 98	6 784 45
11	350 000 ..	915 000 ..	506 000 ..	5 000 ..
12		1 353 687 14	185 333 68	4 900 ..
13		266 960 82	21 011 53	1 000 ..
14	200 337 89	1 100 371 81	731 694 83	25 443 73
15	23 182 24	9 375 757 54	3 841 340 35	26 533 28
16	31 817 99	1 857 586 22	286 726 87	17 453 90
17				
Tot.	\$1 659 650 76	\$24 013 160 ..	\$7 260 574 25	\$110 549 81

(continued)

colleges for men, colleges for women

EXPENDITURES					No.
CONTROL		INSTRUCTIONAL SERVICE			
Other expenses of administration	Total	Salaries	Prizes and scholarships	Supplies	
77	78	79	80	81	
\$1 299 95	\$13 219 87	\$79 603 84	\$6 277 92	\$6 468 80	1
372 001 25	871 420 92	4 290 021 11	297 991 77	218 790 28	2
174 318 86	496 613 79	1 857 313 45	86 060 60		3
62 069 65	99 488 19	165 538 60	3 530 ..	10 224 82	4
161 098 12	408 917 10	1 221 847 10	21 552 77	95 800 89	5
5 061 83	26 212 05	87 779 43	678 90	2 543 86	6
10 856 91	110 567 11	830 625 16			7
45 367 92	89 325 37	227 395 01	13 909 55	11 710 69	8
32 029 95	79 840 72	191 013 22	273 87	30 255 16	9
\$870 704 44	\$2 195 605 12	\$8 951 136 92	\$430 275 38	\$375 794 50	Tot.
					1
					2
					3
					4
					5
					Tot.
	\$3 000 ..	\$29 863 30			1
	12 130 ..	136 321 ..	\$6 123 63	\$6 092 36	2
\$108 995 85	125 905 85	1 138 976 73	17 882 50	236 654 64	3
					4
7 422 48	24 570 16	85 860 23	11 327 60	5 612 26	5
6 050 17	25 697 88	62 053 33	405 ..	5 372 50	6
875 ..	875 ..	5 950 ..	141 75	1 048 49	7
					8
		2 000 ..			9
3 516 ..	3 516 ..	8 992 ..	1 500 ..	1 817 25	10
		16 580 ..	845 ..		11
1 898 04	4 278 04	18 060 ..	350 ..	2 593 78	12
3 359 45	14 591 45	29 202 77	117 49		13
					14
					15
					16
					17
\$132 116 99	\$214 474 38	\$1 533 859 36	\$38 692 97	\$259 101 28	Tot.
\$2 474 82	\$13 750 50	\$62 072 93		\$830 38	1
3 787 20	3 787 20	15 821 70	\$295 02	1 597 62	2
2 213 37	2 213 37	22 004 18	1 050 ..		3
250 ..	250 ..	2 202 ..		575 51	4
		7 800 ..		2 700 ..	5
					6
		10 732 50			7
10 160 69	22 310 40	78 101 12	13 749 15	4 031 39	8
1 436 36	1 436 36	591 474 80		5 361 ..	9
2 371 64	9 156 00	19 252 91	1 683 29	1 976 30	10
	5 000 ..	20 000 ..	1 500 ..		11
5 723 11	10 623 11	79 576 50			12
	1 000 ..	7 609 ..		502 35	13
10 143 69	35 587 42	71 027 86	1 801 ..	2 559 87	14
39 421 64	65 954 92	277 778 84	37 990 98	21 996 47	15
8 288 88	25 742 78	85 042 93	8 203 34	4 206 82	16
					17
\$86 271 40	\$196 821 21	\$1 350 497 27	\$67 082 78	\$46 337 71	Tot.

TABLE 1
Statistics of universities, graduate departments,

No.	INSTRUCTIONAL SERVICE (<i>concluded</i>)		EXPENDITURES	
			OPERATION	
	Other expenses	Total	Wages of janitor and other employees	Fuel
	82	83	84	85
1	.....	\$92 350 56	\$12 871 51	\$12 171 62
2	\$515 385 29	5 322 188 45	323 859 52	164 212 22
3	1 162 040 20	3 105 414 25	138 030 49	161 329 25
4	2 614 02	181 907 44	36 523 64	18 392 00
5	23 310 57	1 362 511 33	190 843 55	39 046 34
6	2 199 95	93 202 14	3 944 60	4 254 ..
7	.....	830 625 16	a 204 535 85	.....
8	11 736 59	264 751 84	6 797 82	28 782 35
9	3 405 13	224 947 38	29 802 99	10 684 01
Tot.	\$1 720 691 75	\$11 477 898 55	\$947 809 97	\$438 871 88
1	.....	.....	.....	.....
2	.....	.....	.....	.....
3	.....	.....	.....	.....
4	.....	.....	.....	.....
5	.....	.....	.....	.....
Tot.	.....	.....	.....	.....
1	\$13 891 42	\$43 754 72	\$9 634 91	\$4 372 02
2	.....	148 536 99	15 068 49	13 810 49
3	.....	.....	.....	.....
4	20 496 74	1 414 010 61	96 531 09	b 41 666 ..
5	.....	.....	.....	.....
6	.....	.....	.....	.....
7	1 162 89	103 962 98	8 941 56	12 930 08
8	650 20	68 481 03	15 615 41	10 569 79
9	2 604 15	9 744 39	3 393 57	862 17
10	.....	.....	.....	.....
11	1 238 ..	3 238 ..	9 713 40	8 847 20
12	.....	3 317 25	30 000 ..	7 000 ..
13	2 517 43	12 354 43	500 ..	510 ..
14	.....	19 433 78	7 091 30	1 180 80
15	.....	18 060 ..	1 800 ..	.....
16	1 881 57	31 201 83	12 640 52	b 12 860 81
17	.....	.....	.....	.....
Tot.	\$44 442 40	\$1 876 096 01	\$210 990 25	\$114 609 36
1	.....	\$62 903 31	\$8 421 07	b \$3 705 35
2	\$698 92	18 413 26	2 839 ..	3 059 41
3	.....	23 654 18	15 451 17	9 500 ..
4	735 ..	3 512 51	2 072 ..	1 581 43
5	.....	10 500 ..	5 780 ..	9 000 ..
6	.....	.....	.....	.....
7	.....	10 732 50	1 681 82	1 096 63
8	9 174 74	105 056 40	18 905 57	8 801 31
9	.....	596 835 80	.....	.....
10	601 ..	23 813 59	3 196 90	3 066 25
11	.....	21 500 ..	2 000 ..	3 000 ..
12	.....	79 576 50	14 913 18	6 872 48
13	25 09	8 136 44	1 980 ..	2 130 96
14	.....	75 388 73	42 978 76	16 933 52
15	64 205 51	401 881 80	43 113 31	104 092 15
16	4 657 57	102 110 66	2 061 70	1 269 23
17	.....	.....	.....	.....
Tot.	\$80 097 83	\$1 544 015 59	\$164 794 48	\$177 708 72

a Including all expenses of operation.

b Including water, light and power.

(continued)

colleges for men, colleges for women

(continued)				No.
OF PLANT				
Water, light and power	Janitors' supplies	Other expenses	Total	
86	87	88	89	
\$1 620 71	\$600 ..	\$18 124 51	\$45 388 35	1
31 520 13	42 497 09	48 812 13	610 901 69	2
35 339 79	8 739 38	50 323 42	400 362 39	3
4 482 82	607 20	1 540 00	61 552 35	4
27 943 22	63 814 40	2 922 98	324 570 49	5
500 ..	400 ..	.....	9 098 00	6
.....	.....	.....	204 535 85	7
4 453 03	1 120 50	625 59	41 779 29	8
4 277 03	2 914 34	1 025 25	48 703 62	9
\$110 136 73	\$120 693 51	\$129 380 54	\$1 746 892 63	Tot.
.....	.....	.....	.....	1
.....	.....	.....	.....	2
.....	.....	.....	.....	3
.....	.....	.....	.....	4
.....	.....	.....	.....	5
.....	.....	.....	.....	Tot.
.....	.....	\$2 158 48	\$16 165 41	1
\$1 782 37	.....	.....	30 661 35	2
.....	\$9 963 16	2 157 97	150 318 22	3
.....	.....	.....	.....	4
.....	.....	.....	.....	5
.....	.....	.....	.....	6
1 390 08	619 94	398 78	24 280 44	7
2 332 96	.....	4 031 09	32 549 25	8
503 46	471 59	1 436 80	6 727 50	9
.....	.....	.....	.....	10
2 154 ..	754 09	2 000 ..	23 468 69	11
8 715 33	.....	.....	45 715 33	12
149 ..	60 ..	19 026 02	20 296 02	13
915 07	1 337 49	765 70	11 290 36	14
586 03	.....	572 61	2 958 64	15
.....	.....	30 316 79	55 818 12	16
.....	.....	.....	.....	17
\$18 579 30	\$13 206 18	\$62 864 24	\$420 249 33	Tot.
.....	\$1 781 76	.....	\$13 908 18	1
\$213 66	570 ..	.....	6 682 07	2
10 506 14	100 ..	.....	35 557 31	3
288 89	25 ..	.....	3 967 32	4
2 800 ..	1 250 ..	.....	18 830 ..	5
.....	.....	.....	.....	6
416 33	250 ..	.....	2 844 78	7
4 526 22	1 625 19	\$154 23	34 012 52	8
.....	.....	.....	.....	9
707 21	230 ..	.....	7 200 36	10
2 000 ..	500 ..	2 000 ..	9 500 ..	11
1 856 17	.....	.....	26 641 83	12
330 36	304 ..	.....	4 745 32	13
5 322 37	1 049 00	46 529 06	112 813 61	14
30 585 25	2 759 01	6 654 62	187 804 34	15
25 974 23	257 40	.....	29 562 56	16
.....	.....	.....	.....	17
\$85 526 83	\$10 702 26	\$55 337 91	\$494 070 20	Tot.

TABLE 1
Statistics of universities, graduate departments,

No.	EXPENDITURES					
	MAINTENANCE OF PLANT				Libraries	Repair and replacement of books
	Repair of buildings and upkeep of grounds	Repair and replacement of equipment	Other expenses	Total		
	90	91	92	93	94	95
1	\$7 138 23	\$4 903 02	\$3 325 34	\$15 366 59	\$710 63	.....
2	236 713 78	55 626 01	70 339 66	362 679 45	174 983 04	\$75 468 72
3	03 400 50	.....	13 425 31	76 825 81	38 460 57	.....
4	.....	b 26 935 58	1 857 46	28 793 04	c 10 907 41	.....
5	.....	.....	2 900 99	2 900 99	16 223 21	2 088 65
6	913 40	5 370 11	.....	6 283 60	4 338 22	400 ..
7	.....	.....	.....	.....	.....	.....
8	27 716 71	3 311 72	6 325 27	37 353 70	4 413 01	847 76
9	9 154 19	620 41	6 417 37	16 191 97	4 676 ..	550 02
Tot.	\$345 036 90	\$96 766 85	\$104 591 40	\$546 395 15	\$254 748 09	\$79 355 15
1	.....	.....	.....	.....	.....	.....
2	.....	.....	.....	.....	.....	.....
3	.....	.....	.....	.....	.....	.....
4	.....	.....	.....	.....	.....	.....
5	.....	.....	.....	.....	.....	.....
Tot.	.....	.....	.....	.....	.....	.....
1	\$2 396 93	\$1 503 23	.....	\$3 000 16	\$1 008 26	.....
2	6 517 15	.....	\$92 446 25	98 963 40	13 261 54	.....
3	.....	.....	.....	.....	.....	.....
4	59 993 11	23 132 59	.....	83 035 61	13 942 ..	\$466 40
5	.....	.....	.....	.....	.....	.....
6	.....	.....	.....	.....	.....	.....
7	5 086 18	1 000 ..	.....	6 086 18	c 15 093 32	.....
8	11 684 15	4 931 49	4 304 ..	20 019 64	700 ..	d 7 138 68
9	620 39	268 26	914 30	1 802 95	.....	.....
10	.....	.....	.....	.....	.....	.....
11	17 014 41	5 861 74	4 325 72	27 141 87	1 057 03	340 ..
12	8 600 18	.....	14 087 92	22 688 10	c 6 300 ..	.....
13	331 ..	.....	262 ..	593 ..	.....	515 ..
14	7 029 71	1 000 ..	.....	8 029 71	.....	127 34
15	3 397 73	3 495 75	5 300 ..	12 193 48	.....	.....
16	a 7 106 95	.....	.....	7 106 95	.....	.....
17	.....	.....	.....	.....	.....	.....
Tot.	\$129 597 89	\$40 232 97	\$121 640 10	\$291 471 05	\$51 302 15	\$8 587 42
1	\$3 095 97	.....	.....	\$3 095 97	.....	.....
2	380 41	\$74 19	.....	454 51	.....	.....
3	16 000 32	2 000 ..	.....	18 000 32	\$16 000 ..	.....
4	1 897 05	.....	.....	1 897 05	116 64	.....
5	3 900 ..	2 000 ..	\$10 258 ..	15 258 ..	.....	.....
6	.....	.....	.....	.....	.....	.....
7	1 000 ..	250 ..	.....	1 250 ..	400 ..	\$100 ..
8	16 019 69	.....	.....	16 019 69	2 845 70	.....
9	.....	32 892 73	.....	32 892 73	.....	.....
10	2 252 32	.....	268 05	2 520 37	994 26	.....
11	5 000 ..	500 ..	5 000 ..	10 500 ..	.....	300 ..
12	.....	.....	7 101 ..	7 101 ..	1 970 61	.....
13	2 491 09	1 098 78	.....	3 590 47	473 26	.....
14	6 370 06	3 186 67	.....	9 556 73	3 001 83	50 21
15	128 576 00	.....	.....	128 576 00	16 317 86	2 105 01
16	19 795 19	.....	.....	19 795 19	7 300 92	587 62
17	.....	.....	.....	.....	.....	.....
Tot.	\$295 788 49	\$42 002 28	\$22 627 05	\$270 417 82	\$50 297 08	\$3 142 84

a Including repair and replacement of equipment. b Including repair of buildings and upkeep of grounds. c Including repair and replacement of books and new books. d Including new books. e Including expenses of boarding and caring for teachers.

(continued)

colleges for men, colleges for women

(continued)

AUXILIARY AGENCIES AND SUNDRY ACTIVITIES

						No.
New books (capital outlay)	Expenses of boarding pupils	Expenses of boarding and easing for teachers	Recreation	Other expenses	Total	
96	97	98	99	100	101	
\$5 680 01				\$51 426 44	\$52 137 07	1
27 900 55	\$313 292 64		\$270 050 58	221 222 87	477 354 04	2
		\$40 142 40	766 20	276 737 70	926 478 04	3
25 236 25			7 464 75	75 018 58	135 834 50	4
2 908 66				28 331 50	79 344 30	5
					7 646 88	6
8 050 79				34 016 59	34 016 59	7
8 239 75				2 484 49	15 796 05	8
				2 581 50	10 047 27	9
\$78 016 01	\$313 292 64	\$49 142 40	\$278 281 53	\$691 819 67	\$1 744 655 49	Tot.
						1
						2
						3
						4
						5
						Tot.
		\$15 000			\$16 008 26	1
\$6 157 99					19 419 53	2
2 034 96				\$3 000	19 443 36	3
						4
						5
	\$27 004 39		\$17 066 64	13 218 84	72 383 19	6
	6 10 796 90		1 385 79	5 667 62	25 688 99	7
330 90	8 305	4 831	468 33	1 069 68	15 064 91	8
						9
160	24 196 29	7 085 32	1 100	2 310 01	36 248 05	10
	8 800	525	1 100 75		16 725 75	11
				130 54	645 54	12
500	20 760	80 000			29 387 34	13
						14
4 310 33					4 310 33	15
						16
						17
\$13 494 18	\$99 922 58	\$35 441 32	\$21 121 51	\$25 306 69	\$255 325 85	Tot.
\$437 53				\$3 191 65	\$3 629 18	1
561 32	\$40 709 75			22 501 19	63 832 26	2
200	40 350 32				50 530 32	3
613 84	6 5 784 03				6 515 11	4
300	22 500	\$3 000	\$500		26 300	5
						6
250	10 025	1 600			12 375	7
	46 257 78				49 103 48	8
				71 82	71 82	9
586	6 9 362 77		90 35	4 648 46	15 651 84	10
500	6 22 000				22 800	11
1 186 85	29 418 17				32 581 63	12
				1 552 49	2 025 75	13
3 415 28				5 777 57	13 144 89	14
9 308 10	6 482 505 40			119 774 82	630 011 19	15
5 452 83	6 55 862 50				69 203 87	16
						17
\$22 811 75	\$764 776 32	\$4 600	\$590 35	\$157 578	\$1 003 796 34	Tot.

TABLE 1
Statistics of universities, graduate departments,

No.	EXPENDITURES					
	FIXED CHARGES					
	Pensions	Rent	Insurance	Taxes	Contributions and contingencies	Total
	102	103	104	105	106	107
1			\$1 587 43	\$34 59		\$1 622 02
2	\$117 446 72	\$31 872 50	29 403 28	2 483 20		181 205 70
3	14 250 ..		11 657 76	1 580 59		27 494 35
4		39 542 50	5 794 10	160 ..	\$1 313 07	37 809 73
5		42 459 52	8 172 80	2 104 29		52 736 01
6		137 50	379 45	140 17		603 12
7						
8		1 500 ..	3 843 20	233 91		5 637 11
9		1 800 ..	2 417 05		126 80	4 343 85
Tot.	\$131 696 72	\$108 372 08	\$63 255 07	\$6 748 75	\$1 439 87	\$311 512 49
1						
2						
3						
4						
5						
Tot.						
1			\$507 73	\$76 83		\$584 56
2			3 002 52	1 694 42		4 696 94
3						
4	\$18 323 68					18 323 68
5						
6						
7	4 150 ..		2 541 51	1 223 37	\$1 120 03	9 934 91
8	3 110 ..		a 2 179 33		9 222 49	14 511 82
9			123 ..		183 21	306 21
10						
11			3 747 ..			3 747 ..
12			2 761 25	58 18		2 819 43
13			145 ..	100 ..		251 ..
14			1 077 35			1 077 35
15			836 26	183 67		1 019 93
16	1 239 66	\$2 615 91	7 485 70	3 570 08		14 911 41
17						
Tot.	\$26 823 34	\$2 615 91	\$24 406 71	\$6 912 55	\$10 525 73	\$71 284 24
1			\$697 39			\$697 39
2			691 05			691 05
3			3 476 95			3 476 95
4			761 62			761 62
5			420 ..			420 ..
6						
7			300 ..	\$95 ..		395 ..
8	\$1 166 31	\$3 601 62	3 279 49	378 25		8 425 67
9						
10			153 15	361 00		514 75
11						
12			2 016 54	470 25		2 486 79
13						
14			2 518 67			2 518 67
15	1 999 98		14 042 06	3 385 43		18 527 47
16	1 500 ..	300 ..	4 762 44	1 469 29		8 031 73
17						
Tot.	\$3 766 29	\$3 901 62	\$33 110 06	\$6 159 82		\$46 947 69

a Including taxes.

b Including payment of interest on short term loans.

(continued)

colleges for men, colleges for women

(continued)

DEBT SERVICE						No.
Redemption of bonds or mortgages	Redemption of short term loans	Payment of interest on bonds or mortgages	Payment of interest on short term loans	Refunds (tuition and board or room rent)	Total	
108	109	110	111	112	113	
\$353 252 51	\$17 250 .. 25 500 ..	\$213 157 09	\$2 639 53 117 50	\$8 847 74	\$19 889 53 600 874 84	1 2
65 000 ..	50 000 ..	16 843 96	1 150 56	4 949 63	137 944 15	3
120 500 ..	278 680 29	32 401 11	5 554 66	910 ..	443 136 06	4 5
7 000 ..	9 250 ..	65 482 24	54 25	2 972 01	65 482 24	6 7
		1 047 92		9 632 07	20 324 18	8
		4 325 ..			13 957 07	9
\$551 752 51	\$380 680 29	\$333 257 32	\$9 516 50	\$27 311 45	\$1 302 518 07	Tot.
						1
						2
						3
						4
						5
						Tot.
			\$10 000 ..		\$10 000 ..	1
						2
						3
						4
						5
						6
				\$4 123 74	4 123 74	7
	\$23 000 ..		274 74	2 752 44	26 027 18	8
						9
			5 375 ..		5 375 ..	10
		\$1 117 50			1 117 50	11
\$8 000 ..	700 ..	9 403 29			18 103 29	12
30 000 ..		13 075 ..			43 075 ..	13
			2 590 ..		2 590 ..	14
						15
						16
						17
\$38 000 ..	\$23 700 ..	\$23 595 79	\$18 239 74	\$6 876 18	\$110 411 71	Tot.
\$25 000 ..		b \$1 835 98			\$1 835 98	1
		11 731 94		\$115 ..	36 846 94	2
	\$14 500 ..	9 490 89	\$181 25		24 172 14	3
						4
						5
						6
		1 558 34			1 558 34	7
						8
2 000 ..	7 500 ..	462 ..	740 ..		10 702 ..	9
						10
						11
						12
				174 04	174 04	13
	235 500 ..	3 571 29	7 640 85	1 656 27	248 374 41	14
	165 000 ..		7 934 95		172 934 95	15
			451 60		451 60	16
						17
\$27 000 ..	\$422 500 ..	\$28 650 44	\$16 954 65	\$1 945 31	\$497 050 40	Tot.

TABLE 1
Statistics of universities, graduate departments,

No.	EXPENDITURES				
	CAPITAL OUTLAY				
	Land	New buildings	Alterations of old buildings	Equipment	Total
	114	115	116	117	118
1					
2	\$1 325 763 88	\$446 687 12	\$2 000 ..	\$66 145 58	\$1 843 896 58
3	65 742 97	1 149 137 47	12 877 32	1 056 24	1 219 813 10
4			44 839 81	3 579 25	48 419 06
5		103 238 37	733 518 74	23 327 84	860 084 05
6					
7				78 026 31	78 026 31
8					
9	4 962 93	313 539 50	4 519 32	17 928 83	340 949 74
Tot.	\$1 396 467 98	\$2 003 902 52	\$797 755 19	\$103 064 05	\$4 391 189 74
1					
2					
3					
4					
5					
Tot.					
1					
2					
3					
4					
5					
6					
7	\$34 424 78	\$25 178 73	\$13 750 ..		\$73 353 51
8					
9					
10					
11	11 925 11				11 925 11
12					
13		12 000 ..			12 000 ..
14				\$6 997 26	6 997 26
15					
16	1 346 25	53 012 02		1 358 05	55 716 32
17					
Tot.	\$47 696 11	\$90 190 75	\$13 750 ..	\$8 355 31	\$159 992 20
1					
2		\$16 687 ..		\$1 910 55	\$18 597 55
3		96 330 14			96 330 14
4		13 000 ..			13 000 ..
5					
6					
7					
8					
9					
10				4 937 85	4 937 85
11		410 000 ..	\$5 000 ..	20 000 ..	435 000 ..
12		25 000		1 322 82	26 322 82
13					
14		174 524 97	6 972 92	24 909 65	206 407 54
15		184 539 48			184 539 48
16	\$11 382 35		18 020 68	2 199 55	31 611 58
17					
Tot.	\$11 382 35	\$920 072 59	\$30 002 60	\$55 280 42	\$1 016 737 96

(concluded)

colleges for men, colleges for women

concluded)				No.
Amount invested	Total payments	Balance	Total payments and balance	
119	120	121	122	
\$02 426 ..	\$332 399 99	\$3 723 23	\$336 123 22	1
11 516 238 05	21 786 760 32	804 694 83	22 591 455 15	2
35 211 89	6 288 213 62	447 029 81	6 735 243 43	3
.....	731 748 55	145 849 25	877 597 80	4
215 440 98	3 749 642 87	.....	3 749 642 87	5
16 456 85	160 473 24	338 703 71	499 176 95	6
130 056 68	1 453 309 94	103 682 59	1 617 292 53	7
318 669 54	793 637 08	129 984 12	923 621 20	8
243 376 50	988 358 12	188 163 82	1 176 521 94	9
\$12 567 876 49	\$36 284 543 73	\$2 222 131 36	\$38 506 675 09	Tot.
.....	.....	.....	.....	1
.....	.....	.....	.....	2
.....	.....	.....	.....	3
.....	.....	.....	.....	4
.....	.....	.....	.....	5
.....	.....	.....	.....	Tot.
.....	\$93 413 11	.....	\$93 413 11	1
.....	314 498 21	\$25 343 02	339 751 23	2
.....	1 811 037 33	6 768 64	1 817 805 97	3
.....	.....	.....	.....	4
.....	.....	.....	.....	5
.....	.....	.....	.....	6
\$213 353 20	531 148 31	33 507 10	564 655 41	7
230 497 26	443 473 05	4 516 14	447 989 19	8
.....	34 520 96	22 834 01	57 354 97	9
.....	.....	.....	.....	10
.....	111 144 32	16 601 21	127 745 53	11
.....	94 781 86	832 79	95 614 65	12
.....	47 257 49	.....	47 257 49	13
.....	98 597 13	447 79	99 044 92	14
.....	77 217 05	6 834 97	84 052 02	15
9 851 51	196 007 92	5 242 63	201 250 55	16
.....	.....	.....	.....	17
\$453 701 97	\$3 853 006 74	\$122 928 30	\$3 975 935 04	Tot.
.....	\$99 828 61	\$55 318 72	\$155 147 33	1
\$10 000 ..	159 305 44	2 089 27	161 394 71	2
.....	259 954 73	400 ..	260 354 73	3
.....	29 904 21	.....	29 904 21	4
.....	71 308 ..	.....	71 308 ..	5
.....	.....	.....	.....	6
.....	29 155 62	9 565 09	38 720 71	7
30 722 39	205 659 61	.....	205 659 61	8
.....	631 236 71	.....	631 236 71	9
.....	74 496 70	253 22	74 749 98	10
.....	504 309 ..	1 700 ..	506 000 ..	11
.....	185 333 68	.....	185 333 68	12
.....	19 672 02	1 339 51	21 011 53	13
4 600 ..	798 392 ..	23 392 83	731 694 83	14
1 652 825 48	3 443 046 72	398 293 63	3 841 340 35	15
306 90	280 726 87	.....	280 726 87	16
.....	.....	.....	.....	17
\$1 698 454 77	\$6 768 311 98	\$492 262 27	\$7 260 574 25	Tot.

TABLE
Statistics of colleges for men and women,

No.	NAME	LOCATION
I		
COLLEGE FOR MEN AND WOMEN		
1	Alfred University, College of Liberal Arts.....	Alfred.....
2	Cornell University, College of Arts and Sciences.....	Ithaca.....
3	Houghton College.....	Houghton.....
4	St Lawrence University, College of Letters and Science.....	Canton.....
5	Syracuse University, College of Liberal Arts.....	Syracuse.....
6	University of Buffalo.....	Buffalo.....
7	University of Rochester.....	Rochester.....
FOREIGN COLLEGES		
1	American University of Beirut.....	Beirut, Syria.....
2	Canton Christian College.....	Canton, China.....
3	Fukien Christian University.....	Foochow, China.....
4	Ginling College.....	Nanking, China.....
5	Mackenzie College.....	Sao Paulo, Brazil.....
6	Peking Union Medical College.....	Peking, China.....
7	Peking University.....	Peking, China.....
8	Robert College of Constantinople.....	Constantinople, Turkey.....
9	University of Nanking.....	Nanking, China.....
10	West China Union University.....	Chengtu, China.....
11	Woman's College of South China.....	Foochow, China.....
THEOLOGY		
1	Alfred University, Alfred Theological Seminary.....	Alfred.....
2	Auburn Theological Seminary.....	Auburn.....
3	Colgate University, Hamilton Theological Seminary.....	Hamilton.....
4	General Theological Seminary of the P. E. Church.....	New York.....
5	German Martin Luther Seminary.....	Buffalo.....
6	Hartwick Seminary, Theological Department.....	Hartwick Seminary.....
7	Jewish Theological Seminary of America.....	New York.....
8	Niagara University, Seminary of Our Lady of Angels.....	Niagara University.....
9	Rochester Theological Seminary.....	Rochester.....
10	St Bernard's Seminary.....	Rochester.....
11	St Bonaventure's College, Theological Department.....	Allegany.....
12	St John's College, Theological Department.....	Brooklyn.....
13	St Joseph's Seminary and College.....	Yonkers.....
14	St Lawrence University, Canton Theological School.....	Canton.....
15	Union Theological Seminary.....	New York.....
EDUCATION		
1	Columbia University Teachers College.....	New York.....
2	New York State College for Teachers.....	Albany.....
3	New York University, School of Education.....	New York.....
4	Syracuse University, Teachers College.....	Syracuse.....

^a No report received; figures are for the year 1921-22.

^b 7B.=Seventh Day Baptist; B.=Baptist; U.=Universalist; F.=Presbyterian; P.E.= Protestant Episcopal; L.=Lutheran; He.=Hebrew; R.C.= Roman Catholic.

^c Courses vary in length.

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foreign colleges, theology, education

SENIOR OFFICER OF FACULTY				
	b Denomination	Years in course	Days of regular instruction	No.
3	4	5	6	
Paul E. Titsworth Ph.D. (dean).....	7B.	4	166	1
Robert M. Ogden Ph.D. (dean).....		4	209	2
James S. Luckey (president) (No report for year).....				3
Edward Lee Hulett M.A. (dean).....	U.	4	200	4
William H. Metzler (dean).....		4	206	5
Julian Park (dean).....		4	204	6
Rush Rhees D.D. LL.D. (president).....	B.	4	216	7
Bayard Dodge (president).....		4	199	1
Charles Keyser Edmunds Ph.D. (president).....		4	180	2
Edwin Chester Jones M.A. (president).....		4	203	3
Mrs Lawrence Thurston (president).....		4	197	4
William Alfred Waddell (president).....		4	182	5
Henry S. Houghton (director).....		4	0	6
John Leighton Stuart (president).....		4	175	7
Caleb Frank Gates D.D. LL.D. (president).....		4	210	8
Arthur John Bowen B.A. LL.D. (president).....		4	205	9
(No report).....				10
(No report).....				11
Arthur Elwin Main M.A. L.H.D. D.D. (dean).....	7B.	3	166	1
George Black Stewart D.D. LL.D. S.T.D. (president).....	P.	3	142	2
John Frederick Vichert D.D. (dean).....	B.	4	180	3
Rt Rev. Edward S. Lines D.D. (president).....	P.E.	3	183	4
Rev. Rudolph F. W. Grabau (president).....	L.	1-2	164	5
A. E. Deitz (dean).....	He.	3	180	6
Cyrus Adler Ph.D. (president).....	He.	4	136	7
(o).....	R.C.	4	165	8
Clarence Augustus Barbour D.D. (president).....	B.	3	160	9
A. B. Meehan D.D. (rector).....	R.C.	6	201	10
Rev. Benvenutus Ryan (dean).....	R.C.	4	108	11
Rev. Charles J. Gorman (dean).....	R.C.	4	175	12
John P. Chidwich.....	R.C.	4	152	13
Rev. John Murray Atwood D.D. (dean).....	U.	4	200	14
Rev. Arthur C. McGiffert Ph.D. D.D. LL.D. (president).....	P.	4	153	15
James Earl Russell Ph. D. LL.D. (dean).....	C.		192	1
Abram Royer Brubacher Ph.D. (president).....		4	210	2
John William Withers Ph.D. (dean).....	C.		207	3
Albert S. Hurst (dean).....		4	206	4

TABLE 2
Statistics of colleges for men and women,

No.	OFFICERS OF INSTRUCTION								NUMBER				
	Full professors	Adjunct, associate and assistant professors	Instructors and tutors	Lecturers	Other assistants on teaching force	TOTAL FACULTY			BY CLASSES				
						Men	Women	Total	Freshman 1st year	Sophomore 2d year	Junior 3d year	Senior 4th year	
	7	8	9	10	11	12	13	14	15	16	17	18	
1	13	5	4	1	1	18	6	24	59	55	35	36	
2	67	37	93	2	93	278	14	292	591	432	403	367	
3													
4	12	3	6	1	1	20	3	23	175	105	79	65	
5	49	35	64		18	140	26	166	552	441	269	203	
6	9	6	13	3	3	31	3	34	189	106	29	75	
7	33	12	20	3	8	68	8	76	245	237	182	145	
Tot.	183	98	200	10	124	555	60	615	1 811	1 376	997	891	
1	23	17	57	2	12	99	12	111	148	117	54	61	
2						?	?	?	b 263				
3	13		12			25		25	55	40	30	25	
4	17			1		3	15	18	37	17	11	10	
5	4	10	3		2	a 20		a 20	36	33	23	33	
6	7	9	32	7	25	73	7	80	18	9	5	4	
7	6	26	32	17	5	58	28	86	221	81	74	65	
8	19	7	26			52		52	20	30	26	28	
9	28	58				84	2	86	167	145	159	e 75	
10													
11													
Tot.	117	127	162	27	44	414	64	478	965	472	382	301	
1	2					2		2					
2	8	2	1	3		14		14	14	13	7		
3	6					6		6	10	9	14	12	
4	11		4	3		18		18	23	30	15		
5	2	1	1			4		4	b 21				
6	2					2		2		2	2		
7	5		4	2		a 12		a 12	c 35	15	7	5	
8	8					8		8	8	12	9	8	
9	8					8		8	26	24	18		
10	13		1			14		14	34	39	30	f 75	
11	13					13		13	38	17	35	24	
12	9					9		9	15	17	18	9	
13	10					10		10	25	31	43	34	
14	3		1	3		6	1	7	3	8	4	2	
15	17	5	5	6	5	38		38	27	42	36	21	
Tot.	117	8	17	17	5	164	1	165	279	259	244	190	
1	32	41	102	33	54	101	161	262	d 198	d 168	d 339	d 314	
2	18	9	29		11	a 33	36	a 69	345	187	133	114	
3	7	3	3	11		23	1	24					
4	6	4	7		1	9	9	18	35	37	53	40	
Tot.	63	57	141	44	66	166	207	373	578	392	525	474	

a Including presiding officers of faculty who do not teach.
ess of years of attendance; students not arranged by classes.

b Including all students regard-
c Including 19 in the evening

(continued)

foreign colleges, theology, education

AND CLASSIFICATION OF STUDENTS

BY COURSES			TOTAL IN UNDER-GRADUATE COURSES		UNCLASSIFIED STUDENTS OF COLLEGE GRADE		IN GRADUATE COURSES		TOTAL REGISTRATION			No.
B.A.	B.S.	Other	Men	Women	Men	Women	Men	Women	Men	Women	Total	
19	20	21	22	23	24	25	26	27	28	29	30	
94	91		78	107	13	5	2	1	93	113	206	1
1 793			1 172	621	13	3			1 185	624	1 809	2
												3
97	327		242	182	1	2	2	2	245	186	431	4
1 130	34	301	707	758	18	14			725	772	1 497	5
98	301		245	154	98	246	13	10	356	410	766	6
674	135		423	386	7	3	16	10	446	399	845	7
3 880	888	301	2 867	2 208	150	273	33	23	3 050	2 504	5 554	Tot.
145		235	378	2			17		395	2	397	1
227		30	224	39					224	39	263	2
150			150						150		150	3
75				75		5		1		81	81	4
	94	31	125				4		129		129	5
		36	33	3			112	19	145	22	167	6
339	30	72	349	92	3	1	3		355	93	448	7
13	62	29	104				3		104		104	8
223	30	293	472	74	33		2		507	74	581	9
												10
												11
1 172	216	732	1 835	285	36	6	138	20	2 009	311	2 320	Tot.
B.	D.											
Men	Women											
					13	8			13	8	21	1
34			34				8		42		42	2
		45	45		7				52		52	3
68			68		11		22		101		101	4
21			21						21		21	5
4			4						4		4	6
43		10	62		5		26		93		93	7
37			37						37		37	8
67	1		67	1	3	3	9		79	4	83	9
184			184						184		184	10
114			114						114		114	11
g 59			59		25				84		84	12
133			133						133		133	13
10	1		16	1	3	4			19	5	24	14
120	6		120	6	153		80		353	6	359	15
900	8	64	964	8	220	15	145		1 329	23	1 352	Tot.
Pd.S.	B.S.											
	1 019		32	987	129	1 548	584	1 062	745	3 597	4 342	1
	364	415	75	704	18	44	3	9	96	757	853	2
							207	335	207	335	542	3
	152	19	31	140	2	19			33	150	183	4
	1 535	434	1 38	1 731	149	1 602	794	1 406	1 081	4 839	5 920	Tot.

department. d Practical arts course.
26 fifth year and 24 sixth year students.

e Including 31 fifth year students.
g Not working for a degree.

f Including g

TABLE 2
Statistics of colleges for men and women,

No.	DEGREES CONFERRED ON COMPLETION OF COURSE																TOTAL	
	B.A.	Ph.B.	B.S.	B.D.	Ph.D.	L.L.B.	M.D.	D.D.S.	Ph.G.	D.V.M. or D.V.S.	C.E.	M.E.	E.E.	Other degrees	Men	Women		
	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46		
1	20	.....	9	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	15	23	.....	.....
2	317	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	35	197	155	.....	.....
3	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
4	18	.....	45	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	27	36	.....	.....
5	219	.....	44	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	116	147	.....	.....
6	15	.....	56	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	43	28	.....	.....
7	110	.....	19	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	75	60	.....	.....
Tot.	714	.....	173	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	35	473	449	.....	.....
1	8	.....	.....	.....	.....	.....	29	12	.....	.....	.....	.....	.....	11	60	.....	.....	.....
2	12	.....	1	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	13	.....	.....	.....
3	7	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	7	.....	.....	.....
4	10	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	10	.....	.....
5	.....	.....	.....	.....	.....	32	.....	.....	.....	.....	.....	.....	.....	.....	34	.....	.....	.....
6	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	2	.....	.....	.....	.....
7	32	.....	6	1	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	32	7	.....	.....
8	4	.....	23	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	27	.....	.....	.....
9	19	.....	10	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	29	.....	.....	.....
10	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
11	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Tot.	92	.....	40	1	.....	32	29	12	.....	.....	.....	.....	.....	13	202	17	.....	.....
1	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
2	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
3	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	12	12	.....	.....	.....
4	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
5	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
6	.....	.....	.....	1	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	1	.....	.....	.....
7	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
8	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
9	.....	.....	34	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	33	1	.....	.....
10	.....	4	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	2	6	.....	.....	.....
11	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
12	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
13	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
14	.....	.....	2	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	2	.....	.....	.....
15	.....	.....	21	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	21	.....	.....	.....
Tot.	.....	4	.....	58	.....	.....	.....	.....	.....	.....	.....	.....	.....	14	75	1	.....	.....
1	.....	.....	467	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	38	429	.....	.....
2	70	.....	55	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	12	113	.....	.....
3	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
4	.....	.....	44	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	5	39	.....	.....
Tot.	70	.....	560	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	55	581	.....	.....

(continued)

foreign colleges, theology, education

HIGHER DEGREES CONFERRED DURING YEAR								GRADUATED WITHOUT DEGREES		HONORARY DEGREES CONFERRED					No.
ON EXAMINATION				IN COURSE WITHOUT EXAMINA- TION						TOTAL					
M.A.	Ph.D.	M.S.	All others	Men	Women	Men	Women	Men	Women		D.D. or S.T.D.	LL.D.	All others	Men		Women
47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	
.....	1
.....	2
.....	1	.....	1	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	3
.....	4
6	3	3	.....	.....	.....	.....	.....	.....	.....	.....	.....	5
6	6	.....	10	2	.....	.....	.....	.....	1	1	2	4	.....	6
12	7	.....	14	5	.....	.....	.....	.....	1	1	2	4	.....	7
.....	Tot.
7	7	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	1
.....	2
.....	3
.....	4
.....	5
1	1	.....	.....	.....	9	.....	.....	.....	.....	.....	.....	6
.....	7
.....	8
.....	9
.....	10
.....	11
8	8	.....	.....	.....	9	.....	.....	.....	.....	.....	.....	Tot.
.....	1
.....	2
.....	1	1	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	3
.....	16	.....	1	.....	.....	1	.....	4
.....	5
.....	1	.....	4	.....	.....	4	.....	6
.....	3	.....	.....	.....	.....	.....	.....	7
.....	8
.....	9
.....	1	.....	.....	1	.....	.....	.....	23	.....	.....	.....	.....	.....	.....	10
.....	11
.....	12
.....	13
.....	8	8	.....	.....	.....	.....	.....	.....	.....	.....	.....	14
.....	15
.....	1	.....	.....	9	10	.....	.....	43	.....	5	.....	.....	5	.....	Tot.
677	14	.....	248	443	.....	.....	.....	.....	.....	.....	.....	.....	.....	1
7	7	.....	.....	.....	1	1	.....	.....	2	2	.....	2
.....	1	1	.....	.....	.....	.....	.....	.....	.....	.....	.....	3
.....	2	8	.....	.....	.....	.....	.....	4
684	14	1	255	444	.....	.....	3	9	.....	.....	2	2	.....	Tot.

TABLE 2
Statistics of colleges for men and women,

No.	Volumes in library	SUMMARY			
		Grounds	Buildings	Furniture	Apparatus
	62	63	64	65	66
1					
2					
3					
4					
5					
6					
7	97 237	\$958 839 90	\$1 514 554 77	\$16 064 38	\$74 979 16
Tot. a	97 237	\$958 839 90	\$1 514 554 77	\$16 064 38	\$74 979 16
1	24 725	\$300 188 80	\$628 885 ..	\$18 000 ..	\$24 000 ..
2					
3	5 000	29 915 86	114 229 74	2 366 14	16 465 70
4	6 573	19 831 ..		5 364 ..	4 897 ..
5	4 384	451 575 60	302 912 48	19 000 ..	13 200 ..
6	23 200				
7	10 279	237 112 36	223 651 44	1 940 11	7 339 47
8	18 732	265 312 26	738 994 63	167 385 69	70 048 69
9	25 319	49 491 75	299 389 63	17 627 84	31 765 61
10					
11					
Tot. a	118 212	\$1 353 427 63	\$2 308 062 92	\$231 683 78	\$167 707 47
1					
2	42 155	\$45 000 ..	\$310 000 ..	\$10 000 ..	
3					
4	69 435	900 000 ..	1 018 349 76	7 634 07	
5	1 800	8 000 ..	15 500 ..	2 100 ..	
6	1 800	250 ..	4 000 ..	250 ..	\$160 ..
7	75 000		b 125 000 ..	29 351 50	
8					
9	4 995	70 200 ..	242 165 15	22 203 19	
10	21 400	40 000 ..	400 000 ..	c 48 000 ..	
11					
12					
13	40 000	139 000 ..	1 090 600 ..	40 000 ..	4 000 ..
14					
15	157 098			429 147 32	
Tot. a	413 683	\$1 202 450 ..	\$3 205 014 91	\$588 686 08	\$4 160 ..
1					
2	7 572	\$165 000 ..	\$420 000 ..	\$10 000 ..	\$25 000 ..
3					
4					
Tot. a	7 572	\$165 000 ..	\$420 000 ..	\$10 000 ..	\$25 000 ..

a Excluding departments of universities which are included in data given for university.
 b Including grounds. c Including apparatus and library.

(continued)

foreign colleges, theology, education

OF PROPERTY						No.
Library	Museum	Other property	Total used by institution	Investments	Total property	
67	68	69	70	71	72	
.....	1
.....	2
.....	3
.....	4
.....	5
.....	6
\$176 264 45	\$40 900 06	\$45 046 11	\$2 826 648 83	\$13 984 677 01	\$16 811 325 84	7
\$176 264 45	\$40 900 06	\$45 046 11	\$2 826 648 83	\$13 984 677 01	\$16 811 325 84	Tot.
.....	
.....	
.....	
.....	
.....	
\$33 500 ..	\$25 800 ..	\$23 673 50	\$1 054 047 30	\$1 266 481 01	\$2 320 528 31	1
.....	2
2 910 46	214 97	1 784 03	167 886 90	.....	167 886 90	3
3 355	1 391 ..	34 838 ..	403 904 ..	438 742 ..	4
6 000 ..	7 250 ..	.....	799 938 08	98 192 30	898 130 38	5
.....	6
9 329 84	479 364 22	415 50	479 779 72	7
21 800 50	13 929 73	82 742 61	1 360 214 11	1 762 822 50	3 123 030 61	8
14 438 86	650 ..	53 444 40	466 808 09	95 000 ..	561 808 09	9
.....	10
.....	11
\$91 334 66	\$47 844 70	\$163 035 54	\$4 363 096 70	\$3 626 815 31	\$7 989 912 01	Tot.
.....	
.....	
.....	
.....	
.....	
.....	
\$35 000	\$400 000 ..	\$1 085 933 32	\$1 485 933 32	1
.....	2
.....	3
224 833 30	2 150 817 13	2 721 489 18	4 872 306 31	4
1 500	\$500 ..	27 600 ..	.....	27 600 ..	5
1 500	1 200 ..	7 360 ..	7 011 ..	14 371 ..	6
55 000	209 351 50	864 212 81	1 073 564 31	7
.....	8
120 661 92	\$1 306 33	.....	456 536 59	1 988 434 79	2 444 971 38	9
.....	488 000 ..	150 000 ..	638 000 ..	10
.....	11
.....	12
50 000	1 323 000 ..	.....	1 323 000 ..	13
1 000	430 147 32	5 672 674 25	6 102 821 57	14
\$489 495 22	\$1 306 33	\$1 700 ..	\$5 492 812 54	\$12 489 755 35	\$17 982 567 89	15
.....	Tot.
.....	
.....	
.....	
.....	
.....	
\$7 000	\$627 000 ..	.....	\$627 000 ..	1
.....	2
.....	3
.....	4
\$7 000	\$627 000 ..	.....	\$627 000 ..	Tot.

TABLE 2
Statistics of colleges for men and women,

No.	SUMMARY OF PROPERTY (concluded)		Total receipts	GENERAL Salaries of president, clerks and office assistants
	Debts	Net property		
	73	74	75	76
1				
2				
3				
4				
5				
6				
7		\$16 811 325 84	\$1 588 838 50	\$93 261 61
Tot.		\$16 811 325 84	\$1 588 838 50	\$93 261 61
1	\$166 841 89	\$2 453 686 42	\$780 020 61	\$12 061 91
2				
3		167 886 90	105 671 23	3 887 87
4		438 742 ..	33 871 29	2 785 80
5	\$7 600 ..	890 530 38	75 330 20	4 999 ..
6			667 509 24	27 894 35
7	18 855 59	460 924 13	263 498 80	2 709 ..
8	114 057 97	3 008 978 64	440 670 73	24 401 97
9	18 214 42	543 593 67	194 326 65	6 249 65
10				
11				
Tot.	\$325 569 87	\$7 664 342 14	\$2 560 898 75	\$84 970 95
1				
2	\$20 000 ..	\$1 465 933 32	\$218 346 70	\$8 639 57
3				
4	94 906 91	4 777 399 49	449 028 35	13 121 32
5		27 600 ..	7 211 51	
6		14 371 ..	4 981 74	
7		1 073 564 31	133 598 77	8 925 04
8				
9		2 444 971 38	100 916 16	8 149 ..
10	46 190 ..	591 810 ..	121 639 83	
11				
12				
13	270 000 ..	1 053 000 ..	189 801 44	1 509 ..
14				
15	164 965 03	5 937 856 54	696 775 27	25 927 72
Tot.	\$596 061 04	\$17 386 505 95	\$1 922 290 77	\$66 253 65
1				
2		\$627 000 ..	\$205 922 29	\$15 894 47
3				
4				
Tot.		\$627 000 ..	\$205 922 29	\$15 894 47

(continued)

foreign colleges, theology, education

EXPENDITURES					No.
CONTROL		INSTRUCTIONAL SERVICE			
Other expenses of administration	Total	Salaries	Prizes and scholarships	Supplies	
77	78	79	80	81	
.....	.....	.....	.....	.....	1
.....	.....	.....	.....	.....	2
.....	.....	.....	.....	.....	3
.....	.....	.....	.....	.....	4
.....	.....	.....	.....	.....	5
.....	.....	.....	.....	.....	6
\$45 713 17	\$138 974 78	\$336 532 66	\$26 503 50	\$11 574 82	7
\$45 713 17	\$138 974 78	\$336 532 66	\$26 503 50	\$11 574 82	Tot.
.....	
.....	
\$17 543 13	\$29 605 04	\$177 863 99	\$6 837 32	\$6 252 97	1
.....	.....	.....	.....	.....	2
368 28	4 256 15	21 111 07	638 75	1 627 93	3
1 427 05	4 212 85	10 911 80	692 18	652 95	4
920 ..	5 910 ..	24 140 ..	.....	2 007 40	5
95 673 16	123 567 51	211 332 78	.....	24 751 45	6
7 318 05	10 018 05	24 694 38	86 50	555 01	7
21 708 28	46 109 35	137 862 71	3 434 50	2 403 43	8
5 311 80	11 561 45	24 476 77	1 307 94	3 789 93	9
.....	.....	.....	.....	.....	10
.....	.....	.....	.....	.....	11
\$150 269 75	\$235 240 40	\$632 393 50	\$12 996 29	\$42 039 27	Tot.
.....	
.....	
\$1 949 94	\$10 589 51	\$38 185 06	\$11 730 75	.....	1
.....	.....	.....	.....	.....	2
14 166 18	27 287 50	46 499 98	39 110 92	\$317 68	3
.....	.....	3 273 10	.....	.....	4
52 44	52 44	3 100 ..	185 ..	5 ..	5
11 808 70	20 733 80	28 700 08	4 546 47	410 ..	6
.....	.....	.....	.....	.....	7
12 969 38	21 109 38	38 572 50	12 234 ..	.....	8
.....	.....	15 850 ..	.....	.....	9
.....	.....	.....	.....	.....	10
.....	.....	.....	.....	.....	11
.....	.....	.....	.....	.....	12
.....	1 500 ..	11 200 ..	.....	.....	13
.....	.....	.....	.....	.....	14
39 887 54	56 815 26	174 338 88	36 275 ..	.....	15
\$71 834 24	\$138 087 89	\$359 719 60	\$95 082 14	\$732 68	Tot.
.....	
.....	
\$2 599 92	\$18 494 39	\$145 096 ..	.....	\$2 235 37	1
.....	.....	.....	.....	.....	2
.....	.....	.....	.....	.....	3
.....	.....	.....	.....	.....	4
\$2 599 92	\$18 494 39	\$145 096 ..	.....	\$2 235 37	Tot.

TABLE 2
Statistics of colleges for men and women,

No.	EXPENDITURES			
	INSTRUCTIONAL SERVICE (concluded)		OPERATION	
	Other expenses	Total	Wages of janitor and other employees	Fuel
	82	83	84	85
1				
2				
3				
4				
5				
6				
7	\$16 921 16	\$391 532 14	\$55 569 51	\$31 728 55
Tot.	\$16 921 16	\$391 532 14	\$55 569 51	\$31 728 55
1		\$190 953 38	\$12 628 28	
2				
3	\$8 50	23 385 35	901 99	\$3 86
4		12 250 93	398 79	692 23
5		26 147 40	840 ..	
6		236 084 23	39 548 60	43 640 29
7	2 428 55	27 764 44	730 05	2 450 49
8	200 03	143 990 67	17 733 22	5 970 15
9	3 090 73	32 664 47	653 63	331 50
10				
11				
Tot.	\$5 817 81	\$693 246 87	\$73 441 16	\$53 088 52
1				
2	\$1 050 ..	\$50 965 81	\$9 341 75	\$8 806 06
3				
4	9 344 92	86 273 50	7 721 67	11 872 56
5		3 273 10	400 87	446 05
6		3 290 ..	277 40	192 28
7		33 650 55	3 765 96	1 206 08
8				
9	712 60	51 510 10	3 388 55	3 122 91
10	200 ..	16 950 ..	18 308 76	10 386 62
11				
12				
13		11 200 ..	19 944 93	6 136 32
14				
15	26 326 49	236 940 37	19 927 72	11 589 89
Tot.	\$37 634 01	\$493 168 43	\$83 077 67	\$53 759 37
1				
2	\$1 851 20	\$149 182 57	\$11 353 75	\$4 940 99
3				
4				
Tot.	\$1 851 20	\$149 182 57	\$11 353 75	\$4 940 99

(continued)

foreign colleges, theology, education

(continued)

OF PLANT

				No.
Water, light and power	Janitors' supplies	Other expenses	Total	
86	87	88	89	
.....	.....	.....	.....	1
.....	.....	.....	.....	2
.....	.....	.....	.....	3
.....	.....	.....	.....	4
.....	.....	.....	.....	5
.....	.....	.....	.....	6
\$13 123 41	\$4 121 56	\$6 020 61	\$110 563 64	7
\$13 123 41	\$4 121 56	\$6 020 61	\$110 563 64	Tot.
.....	
\$5 388 05	\$3 189 04	.....	\$21 205 37	1
.....	.....	.....	.....	2
85 ..	24 40	.....	1 015 25	3
.....	102 41	.....	1 253 43	4
79 80	88 04	.....	1 008 44	5
.....	693 72	\$33 940 30	117 822 91	6
1 621 27	50 58	.....	4 804 90	7
9 586 59	711 49	882 13	34 883 58	8
1 050 36	182 21	165 41	2 383 11	9
.....	.....	.....	.....	10
.....	.....	.....	.....	11
\$17 811 07	\$5 108 49	\$34 987 84	\$184 437 08	Tot.
.....	
\$1 054 69	\$1 011 59	\$1 232 03	\$21 446 12	1
.....	.....	.....	.....	2
2 023 74	679 72	737 75	23 035 44	3
285 83	.....	148 50	1 281 91	4
29 24	5 07	.....	504 05	5
749 87	149 93	.....	5 871 84	6
.....	.....	.....	.....	7
.....	.....	.....	.....	8
628 35	.....	.....	7 139 81	9
1 250 ..	600 ..	2 654 ..	33 199 38	10
.....	.....	.....	.....	11
.....	.....	.....	.....	12
.....	.....	14 917 53	40 998 78	13
.....	.....	.....	.....	14
20 465 20	1 888 53	.....	53 871 34	15
\$26 486 92	\$4 334 84	\$19 689 87	\$187 348 67	Tot.
.....	
\$2 064 98	\$739 14	\$920 51	\$20 019 37	1
.....	.....	.....	.....	2
.....	.....	.....	.....	3
.....	.....	.....	.....	4
\$2 064 98	\$739 14	\$920 51	\$20 019 37	Tot.

TABLE 2
Statistics of colleges for men and women,

EXPENDITURES

No.	MAINTENANCE OF COLLEGE PLANT					
	Repair of buildings and upkeep of grounds	Repair and replacement of equipment	Other expenses	Total	Libraries	Repair and replacement of books
	90	91	92	93	94	95
1						
2						
3						
4						
5						
6						
7	\$9 745 77	\$1 645 08	\$9 385 26	\$20 776 11	\$24 961 14	\$3 131 40
Tot.	\$9 745 77	\$1 645 08	\$9 385 26	\$20 776 11	\$24 961 14	\$3 131 40
1						
2	\$1 584 70	\$1 806 33		\$3 391 03	\$4 341 95	\$043 16
3	15 80	33 48	\$1 661 63	1 710 91	303 72	
4	224 95			224 95		344 05
5	3 707 ..			3 707 ..	000 ..	110 14
6			7 592 23	7 592 23	2 685 ..	b 5 274 48
7	2 550 55	1 372 90		3 923 51	1 944 61	
8	15 347 09	3 358 02		18 705 11	144 10	
9	464 53			464 53	5 561 22	
10						
11						
Tot.	\$23 894 62	\$6 570 79	\$9 253 86	\$39 719 27	\$15 580 60	\$6 372 43
1						
2	\$1 840 33	\$1 729 85		\$3 570 18	\$1 350 39	
3						
4	21 842 49			21 842 49	6 494 25	\$104 60
5		202 68		202 68	12 74	
6	50 58		\$8 05	58 63	5 ..	
7	822 08	141 36	393 60	1 357 04	7 782 50	1 108 30
8						
9			a 4 816 87	4 816 87	3 766 62	
10	10 354 84	4 540 ..		14 804 84	450 ..	
11						
12						
13	88 305 74			88 305 74		
14						
15	19 094 75		8 222 39	27 317 05	1 078 15	
Tot.	\$142 310 81	\$6 613 89	\$13 440 82	\$162 365 52	\$20 939 65	\$1 302 90
1						
2	\$7 232 89	\$2 207 39	\$462 02	\$9 902 30	\$3 540 50	\$150 49
3						
4						
Tot.	\$7 232 89	\$2 207 39	\$462 02	\$9 902 30	\$3 540 50	\$150 49

a Including all expenses of maintenance of plant.
expenses of boarding and caring for teachers.

b Including new books.

c Including

(continued)

foreign colleges, theology, education

(continued)

AUXILIARY AGENCIES AND SUNDY ACTIVITIES						No.
New books (capital outlay)	Expenses of boarding pupils	Expenses of boarding and caring for teachers	Recreation	Other expenses	Total	
96	97	98	99	100	101	
\$19 114 16	\$11 537 43			\$2 379 20	\$61 134 33	7
\$19 114 16	\$11 537 43			\$2 379 20	\$61 134 33	Tot.
\$950 ..	\$14 666 78		\$6 361 73	\$72 676 60	\$129 640 52	1
877 96					1 181 68	2
768 42	1 588 01		83 97	978 31	3 763 36	3
			60 ..		779 14	4
			4 387 39	170 065 49	182 442 36	5
	2 772 06		849 26	5 301 07	10 867 ..	6
489 50	61 062 04	\$20 946 09	293 84	17 815 15	100 759 72	7
1 216 ..	6 158 80		1 443 15	94 420 92	108 800 09	8
						9
						10
\$4 301 88	\$116 247 69	\$20 946 09	\$13 479 34	\$361 287 84	\$538 215 87	11
						Tot.
	\$12 777 71			\$3 896 70	\$18 024 80	1
\$4 024 75	22 740 39				33 453 99	2
	821 14				833 88	3
8 80	331 34				345 14	4
41 795 29				3 702 83	54 388 92	5
						6
2 326 81			\$132 50		6 225 93	7
	25 295 32				25 745 32	8
						9
	43 143 08				93 143 08	10
4 380 80			6 905 16		12 364 11	11
\$52 536 45	\$105 108 08		\$7 037 66	\$7 599 53	\$194 525 17	12
						13
\$616 79				\$283 03	\$4 591 41	14
						15
\$616 79				\$283 03	\$4 591 41	Tot.

TABLE 2
Statistics of colleges for men and women,

No.	EXPENDITURES					
	FIXED CHARGES					
	Pensions	Rent	Insurance	Taxes	Contributions and contingencies	Total
	102	103	104	105	106	107
1						
2						
3						
4						
5						
6						
7	\$800		\$3 598 66			\$4 398 66
Tot.	\$800		\$3 598 66			\$4 398 66
1						
2						
3		\$40 ..	\$186 02		\$843 00	\$1 069 02
4		599 ..	21 37			011 37
5		2 460 21	141 50	\$870 40	100 50	3 032 67
6						
7		2 617 50	140 66	18 ..	60 ..	2 836 16
8	\$5 430 ..		2 500 04	1 095 32	16 198 65	25 224 01
9		1 225 25	122 81		200 ..	1 548 06
10						
11						
Tot.	\$5 430 ..	\$6 932 96	\$3 112 40	\$1 983 78	\$17 463 05	\$34 922 19
1						
2			\$377 72	\$1 707 97		\$2 085 69
3						
4	\$1 699 95		1 826 46	5 521 29		9 047 70
5						
6			40 19			40 19
7	6 499 93		2 190 69			8 690 62
8						
9		\$360 ..	2 817 91	24 17		3 202 08
10			1 848 91	2 845 67		4 694 58
11						
12						
13			625 68			625 68
14						
15			3 886 88		\$125 ..	4 011 88
Tot.	\$8 199 88	\$360 ..	\$13 614 44	\$10 099 10	\$125 ..	\$32 308 42
1						
2		\$888 34			\$274 29	\$1 162 63
3						
4						
Tot.		\$888 34			\$274 29	\$1 162 63

a Including payment of interest on short term loans.

(continued)

foreign colleges, theology, education

(continued)

DEBT SERVICE						No.
Redemption of bonds or mortgages	Redemption of short term loans	Payment of interest on bonds or mortgages	Payment of interest on short term loans	Refunds (tuition and board or room rent)	Total	
108	109	110	111	112	113	
.....	.....	.....	.....	.....	.....	1
.....	.....	.....	.....	.....	.....	2
.....	.....	.....	.....	.....	.....	3
.....	.....	.....	.....	.....	.....	4
.....	.....	.....	.....	.....	.....	5
.....	.....	.....	.....	.....	.....	6
.....	.....	.....	.....	.....	.....	7
.....	.....	.....	.....	.....	.....	Tot.
.....	
.....	\$396 124 08	.....	.....	.....	\$396 124 08	1
.....	20 873 09	.....	\$2 313 13	.....	23 186 82	2
.....	.....	.....	.....	.....	.....	3
.....	.....	.....	.....	.....	.....	4
.....	.....	.....	.....	.....	.....	5
.....	.....	.....	.....	.....	.....	6
.....	7 467 39	.....	883 41	\$391 23	8 742 03	7
.....	53 502 28	.....	.....	10 039 89	63 542 17	8
.....	2 629 84	.....	152 90	.....	2 782 74	9
.....	.....	.....	.....	.....	.....	10
.....	.....	.....	.....	.....	.....	11
.....	\$480 597 28	.....	\$3 349 44	\$10 431 12	\$494 377 84	Tot.
.....	
.....	.....	\$520	.....	.....	\$520	1
.....	.....	.....	.....	.....	.....	2
.....	.....	.....	.....	.....	.....	3
.....	\$83 88	.....	.....	.....	83 88	4
.....	8 900	.....	.....	.....	8 900	5
.....	.....	.....	.....	.....	.....	6
.....	.....	.....	.....	.....	.....	7
.....	.....	.....	.....	.....	.....	8
.....	.....	.....	.....	.....	.....	9
.....	.....	3 003 15	.....	.....	3 003 15	10
.....	.....	.....	.....	.....	.....	11
.....	.....	.....	.....	.....	.....	12
.....	.....	.....	.....	.....	.....	13
.....	.....	.....	.....	.....	.....	14
.....	.....	.....	\$4 101 84	.....	4 101 84	15
.....	\$8 983 88	\$3 523 15	\$4 101 84	.....	\$16 608 87	Tot.
.....	
.....	.....	.....	.....	\$533 23	\$533 23	1
.....	.....	.....	.....	.....	.....	2
.....	.....	.....	.....	.....	.....	3
.....	.....	.....	.....	.....	.....	4
.....	.....	.....	.....	\$533 23	\$533 23	Tot.

TABLE 2
Statistics of colleges for men and women,

EXPENDITURES

No.	CAPITAL OUTLAY				
	Land	New buildings	Alteration of old buildings	Equipment	Total
	114	115	116	117	118
1					
2					
3					
4					
5					
6					
7	\$178 410 07	\$180 028 44	\$6 935 94	\$17 227 97	\$382 603 02
Tot.	\$178 410 07	\$180 028 44	\$6 935 94	\$17 227 97	\$382 603 02
1	\$1 553 44	\$2 117 70	\$467 72	\$4 962 27	\$9 101 19
2					
3	3 260 23	39 333 87		5 014 23	48 517 33
4	4 000 64	2 154 30		3 866 87	10 021 81
5	825 ..	19 020 ..			20 454 ..
6					
7	9 262 58	175 399 28		1 802 73	186 554 59
8		5 075 19		2 389 93	7 465 12
9	3 031 50	22 703 30			25 794 80
10					
11					
Tot.	\$21 942 39	\$266 472 70	\$467 72	\$19 026 03	\$307 908 84
1			\$17 336 76	\$2 843 58	\$20 180 34
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					
13					
14					
15					
Tot.			\$17 336 76	\$2 843 58	\$20 180 34
1				\$2 030 39	\$2 030 39
2					
3					
4					
Tot.				\$2 030 39	\$2 030 39

(concluded)

foreign colleges, theology, education

(concluded)

Amount invested	Total payments	Balance	Total payments and balance	No.
119	120	121	122	
				1
				2
				3
				4
				5
	\$1 109 982 68	\$478 855 82	\$1 588 838 50	6
				7
	\$1 109 982 68	\$478 855 82	\$1 588 838 50	Tot.
	\$780 020 61		\$780 020 61	1
				2
	104 323 41	\$1 347 82	105 671 23	3
	32 344 70	1 526 59	33 871 29	4
	61 629 65	13 700 55	75 330 20	5
	667 500 24		667 500 24	6
	255 579 77	7 928 03	263 498 80	7
	440 679 73		440 679 73	8
	185 999 25	8 327 40	194 326 65	9
				10
				11
	\$2 528 068 36	\$32 830 39	\$2 560 898 75	Tot.
\$83 786 46	\$211 168 91	\$7 177 79	\$218 346 70	1
				2
140 500 ..	341 440 62	107 587 73	449 028 35	3
	5 075 45	1 536 06	7 211 51	4
	4 290 45	691 29	4 981 74	5
	133 598 77		133 598 77	6
				7
698 16	94 711 27	6 204 89	100 916 16	8
	97 587 27	24 043 50	121 630 83	9
				10
				11
	185 773 28	4 028 16	189 801 44	12
				13
80 084 31	475 506 16	221 269 11	696 775 27	14
				15
\$305 068 87	\$1 549 752 18	\$372 538 59	\$1 922 290 77	Tot.
	\$205 922 29		\$205 922 29	1
				2
				3
				4
	\$205 922 29		\$205 922 29	Tot.

TABLE

Statistics of schools of law, medicine, chiropody, dentistry,

No.	NAME	LOCATION
I		
LAW		
1	Columbia University, School of Law	New York
2	Cornell University, College of Law	Ithaca
3	Fordham University, School of Law	New York
4	New York Law School	New York
5	New York University Law School	New York
6	St Lawrence University, Brooklyn Law School	Brooklyn
7	Syracuse University, College of Law	Syracuse
8	Union University, Albany Law School	Albany
9	University of Buffalo, Buffalo Law School	Buffalo
MEDICINE		
1	Columbia University, College of Physicians and Surgeons	New York
2	Cornell University Medical College	a New York
3	Long Island College Hospital	Brooklyn
4	New York Homeopathic Medical College and Flower Hospital	New York
5	New York Postgraduate Medical School and Hospital	New York
6	Syracuse University, College of Medicine	Syracuse
7	Union University, Albany Medical College	Albany
8	University and Bellevue Hospital Medical College	New York
9	University of Buffalo, Medical Department	Buffalo
CHIROPODY		
1	First Institute of Podiatry	New York
DENTISTRY		
1	College of Dental and Oral Surgery of New York	New York
2	Columbia University, School of Dentistry	New York
3	New York College of Dentistry	New York
4	University of Buffalo, College of Dentistry	Buffalo
DENTAL HYGIENE		
1	Rochester Dental Dispensary	Rochester
PHARMACY		
1	Brooklyn College of Pharmacy	Brooklyn
2	Columbia University, College of Pharmacy	New York
3	Fordham University, School of Pharmacy	New York
4	Union University, Albany College of Pharmacy	Albany
5	University of Buffalo, College of Pharmacy	Buffalo
VETERINARY		
1	New York State Veterinary College, Cornell University	Ithaca
OPTOMETRY		
1	Rochester School of Optometry	Rochester

a Work in first and second years given in Ithaca also.

b A.=Allopathic; H.=Homeopathic.

3

dental hygiene, pharmacy, veterinary medicine, optometry

SENIOR OFFICER OF FACULTY				
3	<i>b</i> Denomination	Years in course	Days of regular instruction	No.
4	5	6		
Harlan F. Stone M.A. LL.B. (dean).....		3	192	1
George G. Bogert B.A. LL.B. (dean).....		3	209	2
Francis P. Garvan M.A. LL.B. LL.D. (dean).....		3	170	3
George Chase LL.D. (dean).....		3	205	4
Frank Henry Sommer J.D. LL.D. (dean).....		3	198	5
William Payson Richardson LL.D. (dean).....		3	200	6
Frank R. Walker M.A. LL.B. (dean).....		3	206	7
J. Newton Fiero LL.D. (dean).....		3	160	8
Carlos C. Alden J.D. (dean).....		3	204	9
William Darrach M.D. (dean).....	A.	4	192	1
Walter L. Niles M.D. (New York) (dean) Abram T. Kerr M.D. (Ithaca) (Sec.)	A.	4	209	2
Adam M. Miller (dean).....	A.	4	194	3
Israel S. Kleiner Ph.D. (dean).....	H.	4	190	4
James F. McKernon M.D. (president).....	<i>c</i>	?	306	5
Herman G. Weiskotten Ph.B. M.D. (dean).....	A.	4	206	6
Thomas Ordway M.D. (dean).....	A.	4	192	7
Samuel Albertus Brown M.D. (dean).....	A.	4	213	8
C. Sumner Jones (dean).....	A.	4	198	9
Maurice J. Lewi M.D. (president).....		<i>d</i>	185	1
William Carr M.A. M.D. D.D.S. (dean).....		4	209	1
Frank T. Van Woert M.D.S. (director).....		4	192	2
Alfred R. Starr M.D. D.D.S. (dean).....		4	190	3
Daniel H. Squire D.D.S. (dean).....		4	192	4
Harvey J. Burkhart D.D.S. (dean).....		?	160	1
William C. Anderson Phar. D. (dean).....		2	188	1
Henry H. Rusby M.D. (dean).....		2-4	192	2
Jacob Diner Ph.D. M.D. (dean).....		2	190	3
William Mansfield (dean).....		2-3	180	4
Willis G. Gregory M.D. Ph.G. (dean).....		2-3	169	5
Veranus A. Moore B.S. M.D. D.V.M. (dean).....		4	209	1
Carl F. Lomb (president).....		2-3	180	1

c All legal practitioners. *d* Courses vary in length.

TABLE 3

Statistics of schools of law, medicine, chiropody, dentistry,

No.	OFFICERS OF INSTRUCTION										NUMBER			
	Full professor	Adjunct, associate and assistant professors	Instructors and tutors	Lecturers	Other assistants on teaching force	TOTAL FACULTY			BY CLASSES					
						Men	Women	Total	Freshman 1st year	Sophomore 2d year	Junior 3d year	Senior 4th year		
7	8	9	10	11	12	13	14	15	16	17	18			
1	12	4		3	4	23		23	263	197	175			
2	6			1		7		7	3	34	24	26		
3	8	4		11		23		23	555	436	265			
4	5		4			9		9	352	183	116			
5	13	3	6	6		28	3	31	933	528	331			
6	20	2				22		22	564	294	207			
7	4	1	13	3		21		21	83	81	51			
8				14		14		14	130	94	76			
9	17			10		27		27	101	69	52			
Tot.	85	14	26	48	4	174	3	177	2 684	1 916	1 291	26		
1	54	53	132	1	92	329	12	b 332	193	98	86	94		
2	51	27	83	9	34	190	14	204	78	54	59	61		
3	17	32	43	22	25	a 137	3	a 140	103	91	56	87		
4	29	19	24	10	12	82	3	85	70	35	35	18		
5	38	79	58		104	a 260	12	a 272						
6	32	22	60	5		119		119	51	50	37	36		
7	9	19	31	36	12	104	3	107	34	21	19	14		
8	26	48	113	29	8	215	9	224	138	110	199	83		
9	20	39	25	34	26	133	2	135	72	50	65	50		
Tot.	267	320	569	146	313	1 560	58	1 618	949	599	466	446		
1	20	2	10	7	40	73	6	79	86					
1	7	8	39	7	5	60	3	63	158	93	191	177		
2	10	9		16	13	47	1	48	7	5	3	4		
3	5	7	59	8		a 77		a 77	104	88	265	225		
4	13	1	19	7		40		40	46	21	50	61		
Tot.	35	25	111	38	18	224	4	228	315	297	599	470		
1				10		a 8	4	a 12						
1	5	1	4	5		15		15	249	244				
2	3	10	19	5		27	1	28	313	287	19	2		
3	8	1	19			19		19	395	173				
4	3	5	3			11		11	133	95	4			
5	7	4	9	11	2	39	3	33	159	93	20			
Tot.	26	21	36	21	2	192	4	196	1 159	859	31	2		
1	9	6	8		5	26		26	34	11	16	29		
1	6		5	1	2	a 13		a 13	13	11	27			

^a Including presiding officers of faculty who do not teach. ^b Excluding 46 clinical assistants.

Columbia reports 42 salaried instructors in the medical school; Cornell 42; Long Island 34; New

(continued)

dental hygiene, pharmacy, veterinary medicine, optometry

AND CLASSIFICATION OF STUDENTS

BY COURSES L. L. B.			TOTAL IN UNDER- GRADUATE COURSES		UNCLAS- SIFIED STU- DENTS OF COLLEGE GRADE		IN GRADU- ATE COURSES		TOTAL REGISTRATION			No.
Men	Women	Other	Men	Women	Men	Women	Men	Women	Men	Women	Total	
19	20	21	22	23	24	25	26	27	28	29	30	
635	.....	.....	635	.....	40	.....	8	.....	683	.....	683	1
83	4	.....	83	4	3	.....	.....	.....	86	4	90	2
1 169	87	.....	1 169	87	33	2	.....	.....	1 202	89	1 291	3
645	.....	.....	645	.....	144	.....	.....	.....	789	.....	789	4
1 231	261	.....	1 231	261	1	114	31	7	1 263	382	1 645	5
967	98	.....	967	98	10	.....	17	.....	994	98	1 092	6
205	10	.....	205	10	7	1	.....	.....	212	11	223	7
285	15	.....	285	15	1	1	.....	.....	286	16	302	8
199	23	.....	199	23	.....	.....	.....	.....	199	23	222	9
5 419	498	.....	5 419	498	249	118	56	7	5 714	653	6 337	Tot.
M.D.												
330	45	.....	330	45	.....	.....	13	6	349	51	400	1
207	48	.....	207	48	23	.....	.....	.....	239	48	278	2
326	11	.....	326	11	.....	.....	108	1	434	12	446	3
148	10	.....	148	10	.....	.....	.....	.....	148	10	158	4
.....	.....	.....	.....	.....	.....	.....	609	152	609	152	761	5
164	10	.....	164	10	.....	.....	.....	.....	164	10	174	6
84	1	.....	84	1	16	3	.....	.....	166	7	167	7
418	22	.....	418	22	253	8	.....	.....	671	30	701	8
220	17	.....	220	17	.....	.....	.....	.....	220	17	237	9
1 993	167	.....	1 993	167	292	11	739	159	2 925	337	3 262	Tot.
.....	.....	86	69	17	20	3	.....	.....	89	20	109	1
D.D.S.												
583	36	.....	583	36	.....	.....	.....	.....	583	36	619	1
18	1	.....	18	1	.....	.....	.....	.....	18	1	19	2
682	.....	.....	682	.....	.....	.....	.....	.....	682	.....	682	3
178	3	.....	178	3	.....	.....	.....	.....	178	3	181	4
1 461	40	.....	1 461	40	.....	.....	.....	.....	1 461	40	1 501	Tot.
Ph. G.												
.....	.....	.....	.....	.....	79	.....	.....	.....	.....	79	79	1
469	27	.....	469	27	.....	.....	.....	.....	469	27	487	1
599	23	80	580	32	24	2	.....	.....	604	34	638	2
448	39	.....	448	39	.....	.....	.....	.....	448	39	478	3
182	16	4	186	16	.....	.....	.....	.....	186	16	202	4
216	23	33	247	25	.....	.....	.....	.....	247	25	272	5
1 815	119	117	1 921	130	24	2	.....	.....	1 945	132	2 077	Tot.
D.V.S., D.V.M.												
.....	91	.....	89	2	1	.....	.....	.....	90	2	92	1
.....	81	77	4	.....	.....	.....	.....	.....	77	4	81	1

York Homeopathic 10; New York Postgraduate 3; Syracuse 10; Albany 12; University and Bellevue 12; Buffalo 9; total 174.

TABLE 3

Statistics of schools of law, medicine, chiropody, dentistry,

DEGREES CONFERRED ON COMPLETION OF COURSE

No.	B.A.	Ph.B.	B.S.	B.D.	P.L.B.	LL.B.	M.D.	D.D.S.	Ph.G.	D.V.M. or D.V.S.	C.E.	M.E.	E.E.	Other degrees	TOTAL	
															Men	Women
	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46
1						157									157	
2						20									18	2
3						235									220	15
4						74									74	
5						197									175	22
6						183									173	10
7						30									28	2
8						72									60	3
9						47									43	4
Tot.						1015									957	58
1			10				95								93	12
2							63								52	11
3							87								81	6
4							18								18	
5																
6							35								35	
7							14								12	2
8							83								77	6
9							40								46	3
Tot.			10				444								414	40
1														20	22	4
1							a170								158	12
2							4								6	1
3			3				b220								220	
4							64								61	3
Tot.			3				458								445	16
1																
1									209						198	11
2														7	8	1
3				2											151	8
4									150						61	3
5									63					15	60	9
Tot.				2					495					22	487	32
1										27					27	
1																

a Conferred by the University of the State of New York on students recommended by faculty.

TABLE 3

Statistics of schools of law, medicine, chiropody, dentistry,

No.	Volumes in library	SUMMARY			
		Grounds	Buildings	Furniture	Apparatus
	62	63	64	65	66
1					
2					
3					
4	5 850			\$100	
5					
6					
7					
8					
9					
Tot. a	5 850			\$100	
1					
2					
3	3 000	\$135 000	\$1 061 500	\$85 250	\$21 500
4	14 000				
5	100	282 500	1 171 144 49	202 010 29	8 000
6					
7					
8					
9					
Tot. a	17 100	\$417 500	\$2 232 644 49	\$287 260 29	\$29 500
1	850	\$20 000		\$3 200	\$4 500
1		\$128 915 70	\$474 959 80	\$36 483 27	\$24 170 82
2					
3	1 500		203 630 54	61 056 54	
4					
Tot. a	1 500	\$128 915 70	\$578 590 34	\$97 539 81	\$24 170 82
1		\$70 000	\$49 000	\$50 000	\$60 000
1	4 100	\$8 500	\$30 000	\$5 500	\$6 000
2					
3					
4					
5					
Tot. a	4 100	\$8 500	\$30 000	\$5 500	\$6 000
1a					
1				b \$25 000	

^a Excluding departments of universities which are included in data given for universities.
^b Including all equipment.

(continued)

dental hygiene, pharmacy, veterinary medicine, optometry

OF PROPERTY

Library	Museum	Other property	Total used by institution	Investments	Total property	No.
67	68	69	70	71	72	
.....	1
.....	2
.....	3
\$8 600	\$8 700 ..	\$52 691 27	\$61 391 27	4
.....	5
.....	6
.....	7
.....	8
.....	9
\$8 600	\$8 700 ..	\$52 691 27	\$61 391 27	Tot.
.....	1
.....	2
\$5 000	\$1 153 045	\$2 461 295 ..	\$12 711 ..	\$2 474 006 ..	3
.....	4
100 ..	\$2 000	.....	1 065 754 78	958 815 47	2 024 570 25	5
.....	6
.....	7
.....	8
.....	9
\$5 100 ..	\$2 000	\$1 153 045	\$4 127 049 78	\$971 526 47	\$5 098 576 25	Tot.
.....	1
\$1 800	\$18 833 61	\$48 333 61	.....	\$48 333 61	1
.....	\$564 529 59	\$46 742 08	\$611 271 67	1
.....	2
.....	\$25 000	289 087 08	69 000 ..	358 087 08	3
.....	4
.....	\$25 000	\$854 216 67	\$115 742 08	\$969 958 75	Tot.
.....	\$600	.....	\$670 600 ..	\$1 787 488 ..	\$2 458 088 ..	1
.....	1
\$3 600 ..	\$1 000	.....	\$54 600 ..	\$101 812 55	\$156 412 55	1
.....	2
.....	3
.....	4
.....	5
\$3 600 ..	\$1 000	.....	\$54 600 ..	\$101 812 55	\$156 412 55	Tot.
.....	1
.....	1
.....	\$25 000 ..	.....	\$25 000 ..	1

TABLE 3

Statistics of schools of law, medicine, chiropraxy, dentistry,

No.	SUMMARY OF PROPERTY (concluded)		Total receipts	GENERAL Salaries of president, clerks and office assistants
	Debts	Net property		
	73	74	75	76
1	.....	.....	.....	.....
2	.....	.....	.....	.....
3	.....	.....	.....	.....
4	.....	\$61 391 27	\$138 820 55	\$12 804 26
5	.....	.....	.....	.....
6	.....	.....	.....	.....
7	.....	.....	.....	.....
8	.....	.....	.....	.....
9	.....	.....	.....	.....
Tot.	.....	\$61 391 27	\$138 820 55	\$12 804 26
1	.....	.....	.....	.....
2	.....	.....	.....	.....
3	\$12 000 ..	\$2 462 000 ..	\$179 229 39	\$7 492 34
4	.....	.....	79 737 18	9 180 ..
5	588 297 47	2 036 272 78	124 810 92	20 497 05
6	.....	.....	.....	.....
7	.....	.....	.....	.....
8	.....	.....	.....	.....
9	.....	.....	.....	.....
Tot.	\$600 297 47	\$4 498 278 78	\$383 777 49	\$37 169 39
1	\$5 270 03	\$43 063 58	\$24 749 06	\$6 880 ..
1	\$132 328 72	\$478 942 95	\$347 938 ..	\$29 062 ..
2	.....	.....	.....	.....
3	190 334 17	168 352 91	310 631 66	18 556 04
4	.....	.....	.....	.....
Tot.	\$322 662 89	\$647 295 86	\$658 569 66	\$47 618 04
1	.....	\$2 458 088 ..	\$15 767 01	\$520 ..
1	.....	\$156 412 55	\$113 579 28	\$13 513 78
2	.....	.....	.....	.....
3	.....	.....	.....	.....
4	.....	.....	.....	.....
5	.....	.....	.....	.....
Tot.	.....	\$156 412 55	\$113 579 28	\$13 513 78
1	.....	.....	.....	.....
1	\$25 500 ..	a.....	\$37 820 31	\$1 000 ..

a Deficit of \$500.

(continued)

dental hygiene, pharmacy, veterinary medicine, optometry

EXPENDITURES					No.
CONTROL		INSTRUCTIONAL SERVICE			
Other expenses of administration	Total	Salaries	Prizes and scholarships	Supplies	
77	78	79	80	81	
.....	.....	.....	.....	.....	1
.....	.....	.....	.....	.....	2
.....	.....	.....	.....	.....	3
\$2 388 27	\$15 192 53	\$26 371 25	\$533 58	\$597 41	4
.....	.....	.....	.....	.....	5
.....	.....	.....	.....	.....	6
.....	.....	.....	.....	.....	7
.....	.....	.....	.....	.....	8
.....	.....	.....	.....	.....	9
\$2 388 27	\$15 192 53	\$26 371 25	\$533 58	\$597 41	Tot.
.....	
.....	.....	.....	.....	.....	1
.....	.....	.....	.....	.....	2
\$4 582 88	\$12 075 22	\$81 119 65	.....	\$10 470 32	3
5 076 51	14 256 51	42 592 29	.....	4 239 ..	4
.....	20 497 05	49 090 70	\$1 722 50	3 118 25	5
.....	.....	.....	.....	.....	6
.....	.....	.....	.....	.....	7
.....	.....	.....	.....	.....	8
.....	.....	.....	.....	.....	9
\$9 659 39	\$46 828 78	\$172 802 64	\$1 722 50	\$17 827 57	Tot.
.....	
.....	\$6 880 ..	\$4 375 ..	.....	.....	1
.....	\$29 062 ..	\$71 513 84	.....	\$14 134 60	2
\$8 971 66	27 527 70	97 054 56	.....	36 566 13	3
.....	.....	.....	.....	.....	4
\$8 971 66	\$56 589 70	\$168 568 40	.....	\$50 700 73	Tot.
.....	
.....	\$520 ..	\$6 154 40	.....	\$3 986 50	1
\$877 60	\$14 391 38	\$33 975 04	.....	\$2 796 87	2
.....	.....	.....	.....	.....	3
.....	.....	.....	.....	.....	4
.....	.....	.....	.....	.....	5
\$877 60	\$14 391 38	\$33 975 04	.....	\$2 796 87	Tot.
.....	
.....	.....	.....	.....	.....	1
.....	\$1 000 ..	\$23 359 70	.....	.....	1

TABLE 3

Statistics of schools of law, medicine, chiropody, dentistry,

No.	INSTRUCTIONAL SERVICE (concluded)		EXPENDITURES	
	Other expenses	Total	Wages of janitor and other employees	Fuel
	82	83	84	85
1				
2				
3				
4				
5	\$1 431 10	\$28 933 34		
6				
7				
8				
9				
Tot.	\$1 431 10	\$28 933 34		
1				
2				
3				
4		\$91 589 97		
5	\$3 556 25	50 387 54	\$2 020 10	\$3 849 52
6	1 250 ..	55 181 45	9 264 84	15 190 64
7				
8				
9				
Tot.	\$4 806 25	\$197 158 96	\$11 284 94	\$19 040 16
1				
2				
3				
4				
5				
6				
7				
8				
9				
Tot.	\$8 822 88	\$228 092 01	\$26 482 60	\$9 410 43
1				
2				
3				
4				
5				
6				
7				
8				
9				
Tot.	\$5 166 11	\$15 247 01		
1				
2				
3				
4				
5				
6				
7				
8				
9				
Tot.	\$4 447 52	\$41 219 43		\$817 15
1				
2				
3				
4				
5				
6				
7				
8				
9				
Tot.	\$4 447 52	\$41 219 43		\$817 15
1				
2				
3				
4				
5				
6				
7				
8				
9				
Tot.	\$1 786 45	\$25 140 15	\$556 50	

(continued)

dental hygiene, pharmacy, veterinary medicine, optometry

(continued)

OF PLANT				No.
Water, light and power	Janitors' supplies	Other expenses	Total	
86	87	88	89	
.....	1
.....	2
.....	3
.....	4
.....	5
.....	6
.....	7
.....	8
.....	9
.....	Tot.
.....	1
.....	2
.....	\$3 750 ..	\$3 750 ..	3
\$3 849 52	9 719 14	4
220 86	8 706 41	33 382 75	5
.....	6
.....	7
.....	8
.....	9
\$4 070 38	\$12 456 41	\$45 851 89	Tot.
.....	1
\$160 ..	\$50 ..	\$4 316 50	\$5 046 50	2
.....	3
\$2 909 84	\$2 073 27	.....	\$21 862 44	4
.....	4 574 62	.....	23 588 32	5
.....	6
\$2 909 84	\$6 647 89	.....	\$45 450 76	Tot.
.....	1
.....	2
.....	\$1 967 52	\$2 784 67	3
.....	4
.....	5
.....	\$1 967 52	\$2 784 67	Tot.
.....	1
.....	2
.....	3
.....	4
.....	5
.....	6
.....	7
.....	8
.....	9
.....	Tot.
.....	1
.....	2
.....	3
.....	4
.....	5
.....	6
.....	7
.....	8
.....	9
.....	Tot.
.....	1
.....	2
.....	3
.....	4
.....	5
.....	6
.....	7
.....	8
.....	9
.....	Tot.
.....	1
.....	2
.....	3
.....	4
.....	5
.....	6
.....	7
.....	8
.....	9
.....	Tot.
.....	1
.....	2
.....	3
.....	4
.....	5
.....	6
.....	7
.....	8
.....	9
.....	Tot.
.....	1
.....	2
.....	3
.....	4
.....	5
.....	6
.....	7
.....	8
.....	9
.....	Tot.
.....	1
.....	2
.....	3
.....	4
.....	5
.....	6
.....	7
.....	8
.....	9
.....	Tot.
.....	1
.....	2
.....	3
.....	4
.....	5
.....	6
.....	7
.....	8
.....	9
.....	Tot.
.....	1
.....	2
.....	3
.....	4
.....	5
.....	6
.....	7
.....	8
.....	9
.....	Tot.
.....	1
.....	2
.....	3
.....	4
.....	5
.....	6
.....	7
.....	8
.....	9
.....	Tot.
.....	1
.....	2
.....	3
.....	4
.....	5
.....	6
.....	7
.....	8
.....	9
.....	Tot.
.....	1
.....	2
.....	3
.....	4
.....	5
.....	6
.....	7
.....	8
.....	9
.....	Tot.
.....	1
.....	2
.....	3
.....	4
.....	5
.....	6
.....	7
.....	8
.....	9
.....	Tot.
.....	1
.....	2
.....	3
.....	4
.....	5
.....	6
.....	7
.....	8
.....	9
.....	Tot.
.....	1
.....	2
.....	3
.....	4
.....	5
.....	6
.....	7
.....	8
.....	9
.....	Tot.
.....	1
.....	2
.....	3
.....	4
.....	5
.....	6
.....	7
.....	8
.....	9
.....	Tot.
.....	1
.....	2
.....	3
.....	4
.....	5
.....	6
.....	7
.....	8
.....	9
.....	Tot.
.....	1
.....	2
.....	3
.....	4
.....	5
.....	6
.....	7
.....	8
.....	9
.....	Tot.
.....	1
.....	2
.....	3
.....	4
.....	5
.....	6
.....	7
.....	8
.....	9
.....	Tot.
.....	1
.....	2
.....	3
.....	4
.....	5
.....	6
.....	7
.....	8
.....	9
.....	Tot.
.....	1
.....	2
.....	3
.....	4
.....	5
.....	6
.....	7
.....	8
.....	9
.....	Tot.
.....	1
.....	2
.....	3
.....	4
.....	5
.....	6
.....	7
.....	8
.....	9
.....	Tot.
.....	1
.....	2
.....	3
.....	4
.....	5
.....	6
.....	7
.....	8
.....	9
.....	Tot.
.....	1
.....	2
.....	3
.....	4
.....	5
.....	6
.....	7
.....	8
.....	9
.....	Tot.
.....	1
.....	2
.....	3
.....	4
.....	5
.....	6
.....	7
.....	8
.....	9
.....	Tot.
.....	1
.....	2
.....	3
.....	4
.....	5
.....	6
.....	7
.....	8
.....	9
.....	Tot.
.....	1
.....	2
.....	3
.....	4
.....	5
.....	6
.....	7
.....	8
.....	9
.....	Tot.
.....	1
.....	2
.....	3
.....	4
.....	5
.....	6
.....	7
.....	8
.....	9
.....	Tot.
.....	1
.....	2
.....	3
.....	4
.....	5
.....	6
.....	7
.....	8
.....	9
.....	Tot.
.....	1
.....	2
.....	3
.....	4
.....	5
.....	6
.....	7
.....	8
.....	9
.....	Tot.
.....	1
.....	2
.....	3
.....	4
.....	5
.....	6
.....			

TABLE 3

Statistics of schools of law, medicine, chiropody, dentistry,

EXPENDITURES						
No.	MAINTENANCE OF COLLEGE PLANT				Libraries	Repair and replacement of books
	Repair of buildings and upkeep of grounds	Repair and replacement of equipment	Other expenses	Total		
	00	91	92	93	94	95
1						
2						
3						
4						
5						\$353 25
6						
7						
8						
9						
Tot.						\$353 25
1						
2						
3						
4	\$4 163 63			\$4 163 63	\$508 08	
5		\$1 500		1 500		
6						
7						
8						
9						
Tot.	\$4 163 63	\$1 500		\$5 663 63	\$508 08	
1						
1	\$4 000 51			\$4 000 51		
2						
3	5 064 96	\$19 340 96		24 405 92		
4						
Tot.	\$9 065 47	\$19 340 96		\$28 406 43		
1						
1		\$828 55	\$153 36	\$981 91		
2						
3						
4						
5						
Tot.		\$828 55	\$153 36	\$981 91		
1						
1						

(continued)

den al hygiene, pharmacy, veterinary medicine, optometry

(continued)

AUXILIARY AGENCIES AND SUNDRY ACTIVITIES

New books (capital outlay)	Expenses of boarding pupils	Expenses of boarding and caring for teachers	Recreation	Other expenses	Total	No.
96	97	98	99	100	101	
.....	1
.....	2
.....	3
\$310 30	\$4 126 50	\$4 790 05	4
.....	5
.....	6
.....	7
.....	8
.....	9
\$310 30	\$4 126 50	\$4 790 05	Tot.
.....	1
.....	2
.....	3
.....	\$508 08	4
.....	5
.....	6
.....	7
.....	8
.....	9
.....	\$508 08	Tot.
.....	1
.....	1
.....	2
.....	3
.....	4
.....	Tot.
.....	1
.....	\$273 20	.....	\$273 20	1
.....	2
.....	3
.....	4
.....	5
.....	\$273 20	.....	\$273 20	Tot.
.....	1
.....	1
\$51 15	\$5 929 57	\$5 980 72	1

TABLE 3
Statistics of schools of law, medicine, chiroprody, dentistry,

EXPENDITURES						
FIXED CHARGES						
No.	Pensions	Rent	Insurance	Taxes	Contributions and contingencies	Total
	102	103	104	105	106	107
1						
2						
3						
4		\$7 034 40			\$13 854 76	\$20 889 16
5						
6						
7						
8						
9						
Total		\$7 034 40			\$13 854 76	\$20 889 16
1						
2						
3					\$19 268 95	\$19 268 95
4			\$702 28			702 28
5			2 254 42	\$1 233		3 487 42
6						
7						
8						
9						
Total			\$2 956 70	\$1 233	\$19 268 95	\$23 458 05
1		\$7 000	\$65 66			\$7 065 66
2						
3			\$1 667 85			\$1 667 85
4			794 84		\$2 995	3 759 84
5						
Total			\$2 432 69		\$2 995	\$5 427 69
1						
2						
3						
4						
5						
Total						
1						
2						
3						
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(continued)

dental hygiene, pharmacy, veterinary medicine, optometry

(continued)

DEBT SERVICE						No.
Redemption of bonds or mortgages	Redemption of short term loans	Payment of interest on bonds or mortgages	Payment of interest on short term loans	Refunds (tuition and board or room rent)	Total	
108	109	110	111	112	113	
.....	1
.....	2
.....	\$16 336 60	.....	.....	.....	\$16 336 60	3
.....	4
.....	5
.....	6
.....	7
.....	8
.....	9
.....	\$16 336 60	.....	.....	.....	\$16 336 60	Tot.
.....	1
.....	\$34 200 ..	.....	\$10 628 79	\$3 815 20	\$48 643 99	2
.....	a \$10 155 66	.....	.....	10 155 66	3
.....	4
.....	5
.....	6
.....	7
.....	8
.....	9
.....	\$34 200 ..	\$10 155 66	\$10 628 79	\$3 815 20	\$58 799 05	Tot.
.....	1
.....	\$10 425 ..	.....	.....	\$10 425 ..	2
\$22 500	8 353 75	.....	.....	30 853 75	3
.....	4
\$22 500	\$18 778 75	.....	.....	\$41 278 75	Tot.
.....	1
.....	2
.....	3
.....	4
.....	5
.....	Tot.
.....	1
.....	\$1 110 80	.....	\$1 110 80	1

TABLE 3

Statistics of schools of law, medicine, chiropraxy, dentistry,

No.	EXPENDITURES				
	CAPITAL OUTLAY				
	Land	New buildings	Alteration of old buildings	Equipment	Total
	114	115	116	117	118
1
2
3
4
5
6
7
8
9
Tot.
1
2
3	\$2 000 ..	\$2 000 ..
4
5
6
7
8
9
Tot.	\$2 000 ..	\$2 000 ..
1
1
2
3	\$15 838 35	\$15 838 35
4
Tot.	\$15 838 35	\$15 838 35
1
1
2
3
4
5
Tot.
1
1	\$394 73	\$394 73

(concluded)

dental hygiene, pharmacy, veterinary medicine, optometry

(concluded)

Amount invested	Total payments	Balance	Total payments and balance	No.
119	120	121	122	
.....	.....	.....	.....	1
.....	.....	.....	.....	2
.....	.....	.....	.....	3
.....	\$86 141 77	\$52 678 78	\$138 820 55	4
.....	.....	.....	.....	5
.....	.....	.....	.....	6
.....	.....	.....	.....	7
.....	.....	.....	.....	8
.....	.....	.....	.....	9
.....	\$86 141 77	\$52 678 78	\$138 820 55	Tot.
.....	.....	.....	.....	1
.....	.....	.....	.....	2
.....	\$177 328 13	\$1 901 26	\$179 229 39	3
.....	79 737 18	79 737 18	79 737 18	4
.....	124 204 33	606 59	1 4 810 92	5
.....	.....	.....	.....	6
.....	.....	.....	.....	7
.....	.....	.....	.....	8
.....	.....	.....	.....	9
.....	\$381 269 64	\$2 507 85	\$383 777 49	Tot.
.....	.....	.....	.....	1
.....	\$23 367 10	\$1 381 00	\$24 749 00	1
.....	.....	.....	.....	2
.....	\$161 489 12	\$186 448 88	\$347 938 ..	3
.....	259 594 57	51 037 09	310 631 66	4
.....	.....	.....	.....	5
.....	\$421 083 69	\$237 485 97	\$658 569 66	Tot.
.....	.....	.....	.....	1
.....	\$15 767 01	.....	\$15 767 01	1
.....	.....	.....	.....	2
\$39 726 85	\$99 377 44	\$14 201 84	\$113 579 28	3
.....	.....	.....	.....	4
.....	.....	.....	.....	5
\$39 726 85	\$99 377 44	\$14 201 84	\$113 579 28	Tot.
.....	.....	.....	.....	1
.....	.....	.....	.....	2
.....	\$37 347 91	\$472 40	\$37 820 31	1

TABLE

Statistics of schools of librarianship, accountancy, architecture, engineering

N.	NAME	LOCATION
LIBRARIANSHIP		
1	New York State Library School.....	Albany.....
2	Syracuse University Library School.....	Syracuse.....
ACCOUNTANCY		
1	New York University, School of Commerce, Accounts and Finance.....	New York.....
2	Syracuse University, School of Business Administration.....	Syracuse.....
ARCHITECTURE		
1	Columbia University, School of Architecture.....	New York.....
2	Cornell University, College of Architecture.....	Ithaca.....
ENGINEERING AND TECHNOLOGY		
1	Clarkson College of Technology.....	Pasaden.....
2	Columbia University, Faculty of Applied Science.....	New York.....
3	Cooper Union Institute of Technology.....	New York.....
4	Cornell University, College of Engineering.....	Ithaca.....
5	New York University, College of Engineering.....	New York.....
6	Polytechnic Institute of Brooklyn.....	Brooklyn.....
7	Rensselaer Polytechnic Institute.....	Troy.....
8	Syracuse University, Lyman Cornelius Smith College of Applied Science.....	Syracuse.....
ART AND JOURNALISM		
1	Columbia University, School of Journalism.....	New York.....
2	Cooper Union, Woman's Art School.....	New York.....
3	New York School of Applied Design for Women.....	New York.....
4	Syracuse University, College of Fine Arts.....	Syracuse.....
MUSIC		
1	Cortland Conservatory of Music.....	Cortland.....
2	Eastman School of Music, University of Rochester.....	Rochester.....
3	Institute of Musical Art of the City of New York.....	New York.....
4	Ithaca Conservatory of Music.....	Ithaca.....
5	Metropolitan College of Music.....	New York.....
6	New York College of Music.....	New York.....
AGRICULTURE		
1	Alfred University, N. Y. State School of Agriculture.....	Alfred.....
2	Cornell University, N. Y. State College of Agriculture.....	Ithaca.....
3	St. Lawrence University, N. Y. State School of Agriculture.....	Canton.....
4	Syracuse University, College of Agriculture.....	Syracuse.....
OTHERS		
1	Alfred University, N. Y. State School of Clay Working and Ceramics.....	Alfred.....
2	American Institute of Phrenology.....	New York.....
3	Columbia University, School of Business.....	New York.....
4	The Conrad Pappenhausen Association.....	College Point.....
5	Hebrew Technical Institute.....	New York.....
6	New York Ophthalmic Hospital and College.....	New York.....
7	New York Trade School.....	New York.....
8	New York University, School of Retailing.....	New York.....
9	Pratt Institute.....	Brooklyn.....
10	Syracuse University, College of Home Economics.....	Syracuse.....
11	Syracuse University, New York State College of Forestry.....	Syracuse.....
12	Syracuse University, School of Public Speech and Dramatic Art.....	Syracuse.....

a Courses vary in length.

4

and technology, art and journalism, music, agriculture, others

SENIOR OFFICER OF FACULTY				
	Denomination	Years in course	Days of regular instruction	No.
3	4	5	6	
James I. Wyer M.L.S. (director)		2	211	1
Elisabeth G. Thorne B.A. B.L.S. (director)		4	206	2
Joseph French Johnson B.A. D.C.S. LL.D. (dean)		3-4	207	1
Charles Lee Raper Ph.D. LL.D. (dean)		4	206	2
William A. Boring (director)	a	.....	192	1
Francke H. Bosworth jr B.A. (dean)		4	209	2
John P. Brooks Sc.D. (president)		4	211	1
George B. Pegram Ph.D. (dean)		4	192	2
R. Fulton Cutting (president)		4	137	3
Dexter S. Kimball B.A. M.E. (dean)		4	209	4
Charles Henry Snow D.Sc. C.E.		4	208	5
Fred W. Atkinson Ph.D. (president)		4	172	6
Palmer C. Ricketts C.E. (president)		4	262	7
Louis Mitchell M.S. (dean)		4	206	8
John W. Cunliffe M.A. D.Litt. (director)		4	192	1
R. Fulton Cutting (president)	?	4	137	2
Ellen J. Pond (superintendent)		2-4	176	3
George A. Parker Mus.D. (dean)		4	206	4
Burt Legrand Bentley Mus.B. (president)		4	240	1
Alfred Klingenberg		4	216	2
Frank Damrosch (director)		3	180	3
William Grant Egbert (president)		3-4	204	4
Kate S. Chittenden (president)		?	?	5
Carl Hein (president)		?	112	6
Archie E. Champlin Ph.B. (director)		3	166	1
Albert R. Mann M.A. B.S.A. (dean)		4	209	2
Roland Hale Verbeck B.S. (director)		2-3	200	3
Reuben L. Nyë B.S. (dean)		4	206	4
Charles Fergus Binns M.S. (director)		4	166	1
J. A. Fowler (dean)		1	122	2
James C. Egbert Ph.D. (director)	a	.....	192	3
Charles R. Bostwick (principal)	a	.....	110	4
Edgar S. Barney M.A. C.E. Sc.D. (principal)		3	182	5
Edwin S. Munson M.D. (dean)		1	194	6
R. Fulton Cutting (president)		?	246	7
Norris Arthur Brisco Ph.D. (director)		2	209	8
Frederic B. Pratt M.A. (chairman)		?	197	9
Florence E. S. Knapp B.S.E. (dean)		4	200	10
Franklin Moon B.A. M.F. (dean)		4	200	11
Hugh M. Tilroe B.A. (director)		4	200	12

TABLE 4

Statistics of schools of librarianship, accountancy, architecture, engineering

No.	OFFICERS OF INSTRUCTION								NUMBER			
	Full professors	Adjunct, associate and assistant professors	Instructors and tutors	Lecturers	Other assistants on teaching force	TOTAL FACULTY			BY CLASSES			
						Men	Women	Total	Freshman 1st year	Sophomore 2d year	Junior 3d year	Senior 4th year
	7	8	9	10	11	12	13	14	15	16	17	18
1	12	2	24	5	18	23	41	30	16	10	6	7
2	3	2	1	5	3	3	3	6	12	19	6	7
Tot.	15	2	25	5	21	26	47	48	29	6	7	7
1	26	26	89	77	215	3	218	5 654	883	966	734	
2	21	26	38	2	11	80	18	98	479	495	205	125
Tot.	47	52	127	79	11	295	21	316	6 133	1 288	1 171	859
1	2	4	4	5	15	15	15	15	41	31	37	
2	7	7	7	14	14	14	14	68	41	31	37	
Tot.	9	11	4	5	29	29	29	68	41	31	37	
1	8	1	10	19	19	19	96	53	48	34		
2	34	32	18	5	4	93	93	69	60	51	20	
3	6	5	80	85	6	91	91	90	52	21	20	
4	26	21	62	13	122	122	383	392	340	313		
5	15	21	33	0	13	91	91	126	91	60	61	
6	11	13	29	1	3	a 49	a 49	126	114	110	98	
7	21	11	54	7	a 93	a 93	580	168	132	180		
8	8	10	8	1	27	27	124	79	70	65		
Tot.	129	114	285	23	33	579	7	586	1 693	1 099	850	771
1	2	2	1	1	9	14	1	15	66	55		
2					b	b	b	c 200				
3	4	6			a 4	a 8	a 12	201	60	56	8	
4	23	2	13		24	14	38	158	85	27	14	
Tot.	29	10	14	1	9	42	23	65	715	290	83	22
1	5	6			6	5	11	c 279				
2	13	11			17	7	24	97	42	27	15	
3	81			4	a 50	30	a 86	d 333	171	94		
4	15	14	12	5	32	14	40	159	100	123	142	
5	14	8	9	4	13	22	35	c 335				
6	23	6	2		23	8	31	c 603				
Tot.	151	45	21	15	141	92	233	1 806	313	244	157	
1			18		14	4	18	47	26	35		
2	77	42	46	43	178	30	208	337	276*	254	275	
3			13	2	10	5	15	30	33	22		
4	7	2	3		12		12	30	22	16	21	
Tot.	84	44	80	45	214	39	253	441	357	327	296	
1	5			1	4	2	6	28	30	28	12	
2				4	a 3	2	a 5	20				
3	8	7	5	11	32	1	33	114	90			
4			16		a 10	8	a 18	c 408				
5			20		a 20	1	a 21	d 170	e 132	99		
6	19		12		a 31	1	a 32					
7			29		a 30		a 30	e 728				
8	13	5		9	26	4	30	34	21			
9	1	20	140	65	a 148	83	a 231	f 347				
10	1	1	11			13	13	99	94	53	40	
11	16	9	8	4	37		37	96	77	78	64	
12	10	6	5		16	5	21	24	22	18	17	
Tot.	77	48	246	86	11	357	120	477	3 959	475	276	133

a Including presiding officers of faculty who do not teach. b Faculty included under Cooper Union Institute of Technology. c Including all students regardless of years of attendance; students not arranged by classes. d Including preparatory and intermediate pupils. e Besides

(continued)

and technology, art and journalism, music, agriculture, others

AND CLASSIFICATION OF STUDENTS													No.
BY COURSES			TOTAL IN UNDER-GRADUATE COURSES		UNCLASSIFIED STUDENTS OF COLLEGE GRADE		IN GRADUATE COURSES		TOTAL REGISTRATION				
B.A.	B.S.	Other	Men	Women	Men	Women	Men	Women	Men	Women	Total		
19	20	21	22	23	24	25	26	27	28	29	30		
		46	7	39	2	20			9	59	68	1	
		44		44		1				45	45	2	
		90	7	83	2	21			9	104	113	Tot.	
		8 237	7 188	1 049			70	6	7 258	1 055	8 313	1	
	1 129	85	938	276	56	13			994	280	1 283	2	
	1 129	8 322	8 126	1 325	56	13	70	6	8 252	1 344	9 596	Tot.	
						55	9	1	56	9	65	1	
		177	159	27	10	1			160	28	188	2	
		177	159	27	65	10	1		216	37	253	Tot.	
C.E.	M.E.												
		231	231				2		233		233	1	
18	25	137	180		19		22		221		221	2	
		183	183						183		183	3	
	1 437	1 133	4	7					1 440	4	1 444	4	
67	172	108	347		77				424		424	5	
68	152	228	448		1		16		465		465	6	
286	258	525	1 069		27		2		1 098		1 098	7	
54	106	178	338		5				343		343	8	
493	2 159	1 590	4 229	4	136		42		4 497	4	4 411	Tot.	
		121	73	48	10	2	6	3	89	53	142	1	
		206		299						200	290	2	
		325		325						325	325	3	
		284	86	198	110	357		3	196	558	754	4	
		1 020	159	861	126	359	6	6	285	1 226	1 511	Tot.	
		279	104	175					194	175	279	1	
		181	35	146					35	146	181	2	
		598	237	361	9	24	49	79	295	464	759	3	
		524	178	346	179	354			357	700	1 057	4	
		335	48	287					48	287	335	5	
		603	74	529					74	529	603	6	
		2 520	676	1 844	188	378	49	79	913	2 301	3 214	Tot.	
		108	82	26					82	26	108	1	
	1 142		728	414	18	16			746	433	1 179	2	
		85	51	34	13	8			64	42	106	3	
	89		87	2	14				101	2	103	4	
	1 231	193	948	479	45	27			993	593	1 496	Tot.	
	98		71	27	1		1		73	27	100	1	
		20	9	11					9	11	20	2	
	213		175	38	60	26	50	6	285	79	355	3	
		408	202	206					202	206	408	4	
		401	401						401		401	5	
							5		5		5	6	
		728	728						728		728	7	
	55	29	26	295	93				324	110	443	8	
	1 347	693	654	g 1 639	g 945				2 332	1 599	3 931	9	
	277		277		14			1		292	292	10	
	315		315		59				372		372	11	
		81	14	67	14	25			28	92	120	12	
	993	3 940	2 637	1 306	2 059	1 103	63	7	4 759	2 416	7 175	Tot.	

these there are 71 first year pupils and 22 second year pupils in the evening classes. / Including M.E., E.E. and C.E. courses. g Of this number 455 are part time, 2398 evening and 200 special and omitting 388 duplicates.

TABLE 4

Statistics of schools of librarianship, accountancy, architecture, engineering

DEGREES CONFERRED ON COMPLETION OF COURSE																
No.	B.A.	Ph.B.	B.S.	B.D.	Pd.B.	LL.B.	M.D.	D.D.S.	Ph.C.	D.V.M. or D.V.S.	C.E.	M.E.	E.E.	Other degrees	TOTAL	
															Men	Women
	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46
1	49	4	5
2	8	.....	8
Tot.	17	4	13
1	5	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	605	674	26
2	118	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	91	27
Tot.	123	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	695	765	53
1	9	9	.....
2	31	25	6
Tot.	40	34	6
1	47	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	47	.....
2	1	3	9	27	49	.....
3	111	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	111	.....
4	63	134	44	.....	238	3
5	51	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	51	.....
6	19	.....	.....	.....	.....	.....	.....	.....	14	35	19	15	102	.....
7	50	49	34	34	167	.....
8	8	.....	.....	.....	.....	.....	.....	.....	6	26	23	.....	63	.....
Tot.	236	.....	.....	.....	.....	.....	.....	.....	134	247	129	70	819	3
1	49	27	22
2
3
4	34	8	26
Tot.	83	35	48
1
2	8	4	4
3
4
5
6
Tot.	8	4	4
1
2	248	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	197	81
3
4	22	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	22	.....
Tot.	270	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	189	81
1	14	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	12	2
2
3	114	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	90	24
4
5
6
7
8
9
10	29	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	20
11	55	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	55	.....
12	17	10
Tot.	212	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	17	158	71

a Conferred by the University of the State of New York on students recommended by faculty.

(continued)

and technology, art and journalism, music, agriculture, others

HIGHER DEGREES CONFERRED DURING YEAR								GRADUATED WITHOUT DEGREES		HONORARY DEGREES CONFERRED						No.
ON EXAMINATION				TOTAL		IN COURSE WITHOUT EXAMINATION				TOTAL						
M.A.	Ph.D.	M.S.	All others					Men	Women							Men
47	48	49	50	51	52	53	54	55	56	57	58	59	60	61		
.....	7	.....	.....	.....	.....	.....	1	
.....	7	.....	.....	.....	.....	.....	2	
.....	Tot.	
.....	19	19	.....	.....	.....	98	1	.....	.....	.....	.....	.....	1	
.....	15	19	.....	.....	.....	.....	.....	2	
.....	19	19	.....	.....	.....	113	20	.....	.....	.....	.....	.....	Tot.	
.....	1	.....	1	.....	.....	.....	1	.....	.....	.....	.....	.....	.....	1	
.....	1	.....	1	.....	.....	.....	1	.....	.....	.....	.....	.....	.....	2	
.....	Tot.	
.....	2	4	6	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	1	
.....	27	.....	27	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	2	
.....	20	20	.....	.....	.....	134	29	.....	.....	.....	.....	.....	3	
.....	4	
.....	9	9	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	5	
.....	6	
.....	1	.....	1	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	7	
.....	8	
.....	30	33	63	.....	.....	.....	134	29	.....	.....	.....	.....	.....	Tot.	
.....	2	.....	1	1	.....	.....	1	.....	.....	.....	.....	.....	.....	1	
.....	2	
.....	1	12	.....	.....	.....	.....	.....	3	
.....	4	
.....	2	.....	1	1	.....	.....	2	12	.....	.....	.....	.....	.....	Tot.	
.....	1	
.....	b19	b43	.....	.....	.....	.....	.....	2	
.....	13	56	.....	.....	.....	.....	.....	3	
.....	18	247	.....	.....	.....	.....	.....	4	
.....	4	13	.....	.....	.....	.....	.....	5	
.....	6	
.....	54	359	.....	.....	.....	.....	.....	Tot.	
.....	20	15	.....	.....	.....	.....	.....	1	
.....	22	19	.....	.....	.....	.....	.....	2	
.....	3	
.....	4	
.....	42	34	.....	.....	.....	.....	.....	Tot.	
.....	1	
.....	2	
.....	20	.....	17	3	.....	.....	.....	8	.....	.....	.....	.....	.....	3	
.....	4	
.....	116	.....	.....	.....	.....	.....	.....	5	
.....	4	.....	.....	.....	.....	.....	.....	6	
.....	200	.....	.....	.....	.....	.....	.....	7	
.....	10	.....	4	6	.....	.....	.....	.....	.....	.....	.....	.....	.....	8	
.....	316	186	.....	.....	.....	.....	.....	9	
.....	3	.....	.....	.....	.....	.....	10	
.....	11	
.....	1	.....	.....	.....	.....	.....	12	
.....	30	.....	21	9	.....	.....	636	198	.....	.....	.....	.....	.....	Tot.	

^b Besides these 6 men and 11 women received postgraduate diplomas and 2 men and 1 women special theory certificates.

TABLE 4

Statistics of schools of librarianship, accountancy, architecture, engineering

No.	Volumes in library	SUMMARY			
		Grounds	Buildings	Furniture	Apparatus
	62	63	64	65	66
1					
2					
Tot. a					
1					
2					
Tot. a					
1					
2					
Tot. a					
1	6 375	\$23 177 84	\$134 168 88	\$8 360 ..	\$41 762 ..
2					
3	50 514	6994 222 37			
4					
5					
6	10 500	525 000 ..	552 200 ..	31 050 13	267 176 09
7	14 712	164 961 88	1 004 095 25	97 339 77	319 849 39
8					
Tot. a	82 101	\$1 707 362 09	\$2 290 464 13	\$136 749 90	\$628 787 48
1					
2					
3	2 252	\$75 000 ..	\$152 760 ..	\$15 000 ..	
4					
Tot. a	2 252	\$75 000 ..	\$152 760 ..	\$15 000 ..	
1	34	\$10 900 ..	\$10 000 ..	\$2 117 94	
2					
3	2 761	116 724 81	280 690 21	19 277 58	\$18 731 38
4			6107 500 ..	6 992 72	16 186 09
5					
6				8 075 ..	
Tot. a	2 795	\$127 624 81	\$467 190 21	\$36 463 24	\$34 917 47
1					
2					
3					
4					
Tot. a					
1					
2	375			\$400 ..	\$100 ..
3					
4		\$12 000	\$180 000 ..	2 500 ..	8 000 ..
5	4 700	172 500 ..	209 392 09	11 389 17	60 379 86
6					
7	800	230 000 ..	75 000 ..	1 000 ..	34 000 ..
8					
9	130 642	482 832 ..	803 500 ..	6 449 978 79	
10					
11					
12					
Tot. a	136 517	\$807 332 ..	\$1 327 892 09	\$465 267 96	\$102 479 86

a Excluding departments of universities which are included in data given for university.

(continued)

and technology, art and journalism, music, agriculture, others

OF PROPERTY

Library	Museum	Other property	Total used by institution	Investments	Total property	No.
67	68	69	70	71	72	
.....	1
.....	2
.....	Tot.
.....	1
.....	2
.....	Tot.
.....	1
.....	2
.....	Tot.
\$9 000	\$216 408 72	\$423 600 ..	\$649 068 72	1
.....	\$10 770 90	1 010 993 27	1 004 831 92	2 075 825 19	2
.....	3
.....	4
10 000	1 385 426 22	523 015 67	1 909 041 89	5
32 189 10	\$12 217 39	1 660 85	2 232 313 69	2 366 595 62	4 598 909 31	6
.....	7
.....	8
\$51 189 10	\$12 217 39	\$18 431 75	\$4 845 201 90	\$4 378 643 21	\$9 223 845 11	Tot.
.....	1
.....	2
\$15 000	\$257 760 ..	\$12 295 75	\$270 055 75	3
.....	4
\$15 000	\$257 760 ..	\$12 295 75	\$270 055 75	Tot.
\$100	\$23 117 94	\$11 455 27	\$34 573 21	1
17 000	461 423 98	562 492 58	1 023 916 56	2
.....	\$17 733 86	208 412 67	.....	208 412 67	3
.....	4
.....	8 075 ..	4 048 62	12 123 62	5
.....	6
\$17 100	\$17 733 86	\$701 029 59	\$577 996 47	\$1 279 026 06	Tot.
.....	1
.....	2
.....	3
.....	4
.....	Tot.
\$500 ..	\$9 500 ..	.....	\$10 500 ..	.....	\$10 500 ..	1
.....	1 500 ..	.....	204 000 ..	\$225 202 83	429 202 83	2
4 497 31	518 068 43	366 946 86	885 015 29	3
.....	4
500	340 500 ..	576 386 93	916 886 93	5
.....	6
.....	\$80 781 22	1 817 092 01	7 207 445 58	9 024 537 59	7
.....	8
.....	9
.....	10
.....	11
.....	12
\$5 407 31	\$11 000 ..	\$80 781 22	\$2 890 160 44	\$8 375 982 20	\$11 266 142 64	Tot.

b Including buildings, furniture, apparatus and library.

c Including all equipment.

TABLE 4

Statistics of schools of librarianship, accountancy, architecture, engineering

No	SUMMARY OF PROPERTY (concluded)		Total receipts	GENERAL Salaries of president, clerks and office assistants
	Debts	Net property		
	73	74	75	76
1			\$3 415	
2				
Tot.			\$3 415	
1				
2				
Tot.				
1				
2				
Tot.				
1	\$2 500 ..	\$637 508 72	\$78 509 50	\$5 093 33
2				
3		2 075 825 19	206 554 44	26 954 39
4				
5				
6	150 000 ..	1 759 041 80	307 147 30	17 928 64
7	1 575 00	4 597 334 25	1 279 712 53	22 623 ..
8				
Tot.	\$154 075 00	\$9 069 770 05	\$1 931 923 77	\$72 599 30
1				
2				
3	\$10 200 ..	\$259 855 75	\$45 984 84	\$7 405 ..
4				
Tot.	\$10 200 ..	\$259 855 75	\$45 984 84	\$7 405 ..
1	\$507 21	\$34 006 ..	\$13 560 70	\$2 395 15
2				
3	12 983 39	1 010 933 17	388 479 82	21 791 45
4	129 412 07	88 000 ..	197 306 61	16 488 59
5			31 222 54	4 956 97
6	2 257 50	9 866 12	38 040 66	5 022 ..
Tot.	\$136 220 77	\$1 142 805 29	\$668 616 36	\$51 164 16
1				
2				
3				
4				
Tot.				
1				
2		\$10 500 ..	\$662 96	
3				
4		429 292 83	24 786 16	\$917 96
5	\$20 000 ..	865 015 29	135 030 98	9 725 24
6			2 001 48	
7		916 886 93	188 897 83	8 592 ..
8				
9		9 024 537 59	626 800 79	
10				
11				
12				
Tot.	\$20 000 ..	\$11 246 142 64	\$978 240 20	\$18 935 20

(continued)

and technology, art and journalism, music, agriculture, others

EXPENDITURES					No.
CONTROL		INSTRUCTIONAL SERVICE			
Other expenses of administration	Total	Salaries	Prizes and scholarships	Supplies	
77	78	79	80	81	
		\$3 415 ..			1
					2
		\$3 415 ..			Tot.
					1
					2
					Tot.
					1
					2
					Tot.
\$531 29	\$5 624 62	\$37 465 ..	\$200 ..	\$1 045 19	1
1 750 ..	28 704 39	150 156 74		2 519 49	2
					3
4 068 62	21 997 26	127 124 50	1 582 ..	7 333 87	4
34 373 15	56 996 15	179 740 17	8 800 ..	5 179 42	5
					6
					7
\$40 723 06	\$113 322 42	\$494 486 41	\$10 582 ..	\$10 977 97	8
					Tot.
\$4 225 83	\$11 690 83	\$8 322 50	\$728 ..	\$556 25	1
					2
\$4 225 83	\$11 690 83	\$8 322 50	\$728 ..	\$556 25	3
					4
	\$2 395 15	\$6 352 75			Tot.
\$12 068 43	33 769 88	153 748 70	\$1 950 ..	\$2 817 04	1
4 766 13	21 254 72	61 275 30	60 86	6 921 50	2
95 80	5 052 77	15 535 96		827 ..	3
2 817 69	8 439 69	17 081 50		378 74	4
					5
\$10 748 05	\$70 912 21	\$254 594 21	\$2 010 86	\$10 944 28	6
					Tot.
					1
					2
					3
					4
					Tot.
		\$50 ..		\$130 35	1
					2
\$359 40	\$968 36	6 237 63		822 55	3
779 79	10 505 03	55 839 30	\$2 215 81	4 831 49	4
313 48	313 48	619 ..		156 13	5
3 584 69	12 176 69	15 735 ..		5 203 83	6
		428 111 63			7
					8
					9
					10
					11
					12
\$5 028 36	\$23 963 50	\$506 583 56	\$2 215 81	\$11 144 35	Tot.

TABLE 4

Statistics of schools of librarianship, accountancy, architecture, engineering

No.	EXPENDITURES			
	INSTRUCTIONAL SERVICE (concluded)		OPERATION	
	Other expenses	Total	Wages of janitor and other employees	Fuel
	82	83	84	85
1		<i>b</i> \$3 415		
2				
Tot.		\$3 415		
1				
2				
Tot.				
1				
2				
Tot.				
1				
2				
3				
4				
5				
6				
7				
8				
Tot.	\$15 654 65	\$536 801 03	\$67 037 42	\$40 469 40
1				
2				
3				
4	\$2 898 12	\$12 504 87	\$2 591 ..	\$1 773 60
Tot.	\$2 898 12	\$12 504 87	\$2 591 ..	\$1 773 60
1		\$6 352 75	\$105 ..	\$485 80
2				
3		158 515 74	5 690 01	1 999 38
4	\$14 597 54	82 855 20	8 635 01	4 967 04
5	50	10 412 06	1 733 00	458 40
6	868 48	18 928 72	793 ..	502 10
Tot.	\$15 516 02	\$283 065 37	\$16 875 11	\$8 463 81
1				
2				
3				
4				
Tot.				
1				
2		\$180 35		
3				
4	\$250 34	7 310 52	\$849 25	\$379 50
5	77 42	62 964 02	17 899 39	3 702 60
6	309 ..	1 075 13		
7		20 938 83	6 856 25	
8				
9	<i>a</i> 198 689 16	626 800 79		
10				
11				
12				
Tot.	\$199 325 92	\$719 269 64	\$25 604 89	\$1 082 19

a Expenditures not itemized; including all expenses except salaries. *b* Includes all money received from fees; all other expenditures are made from direct legislative appropriations.

(continued)

and technology, art and journalism, music, agriculture, others

(continued)

OF PLANT				No.
Water, light and power	Janitors' supplies	Other expenses	Total	
86	87	88	89	
				1
				2
				Tot.
				1
				2
				Tot.
				1
				2
				Tot.
\$832 01	\$76 61	\$438 24	\$8 013 45	1
8 910 15			48 313 49	2
				3
				4
5 856 55	481 64	1 718 64	27 589 98	5
5 339 51	670 63		47 913 97	6
				7
				8
\$20 938 22	\$1 228 88	\$2 156 88	\$131 830 80	Tot.
				1
				2
\$569 14	\$1 002 24		\$5 936 04	3
				4
\$569 14	\$1 002 24		\$5 936 04	Tot.
\$220 47			\$811 36	1
1 160 62			8 850 01	2
3 177 54	\$51 30		16 840 89	3
350 93	188 33	\$3 006 96	5 737 71	4
408 63	232 84	36 50	1 943 07	5
				6
\$5 318 19	\$472 47	\$3 043 46	\$34 173 04	Tot.
				1
				2
				3
				4
				Tot.
				1
				2
				3
\$294 74	\$36 90		\$1 560 30	4
3 428 15	920 74		25 950 97	5
				6
6 885 57			13 741 82	7
				8
				9
				10
				11
				12
\$10 008 46	\$957 04		\$41 253 18	Tot.

TABLE 4

Statistics of schools of librarianship, accountancy, architecture, engineering

EXPENDITURES						
No.	MAINTENANCE OF COLLEGE PLANT				Libraries	Repair and replacement of books
	Repair of buildings and upkeep of grounds	Repair and replacement of equipment	Other expenses	Total		
	90	91	92	93	94	95
1						
2						
Tot.						
1						
2						
Tot.						
1						
2						
Tot.						
1	\$3 786 30	\$715 01	\$842 52	\$5 343 83	\$35 ..	
2						
3	9 514 32		1 805 49	11 319 81	13 160 99	
4						
5						
6	9 264 39	7 725 34	2 390 74	19 380 47	400 64	
7	15 687 82	11 005 58		26 693 40	2 590 ..	
8						
Tot.	\$38 252 83	\$19 445 93	\$5 038 75	\$62 737 51	\$16 186 63	
1						
2						
3	\$731 18	\$352 24	\$41 10	\$1 124 52	\$560 ..	\$215 01
4						
Tot.	\$731 18	\$352 24	\$41 10	\$1 124 52	\$560 ..	\$215 01
1	\$278 94		\$575 48	\$854 42		
2						
3		\$2 090 73	3 139 22	5 235 95	\$2 187 30	
4	10 684 97	9 199 97		19 884 04		
5	224 20			224 20		
6		122 59	50 ..	172 59		
Tot.	\$11 188 11	\$11 418 30	\$3 764 70	\$20 371 20	\$2 187 30	
1						
2						
3						
4						
Tot.						
1						
2						
3						
4		\$41 ..	\$220 00	\$261 00		
5	\$3 868 05	11 036 30		15 504 05		\$529 49
6						
7	2 005 24	1 005 87		3 011 11		
8						
9						
10						
11						
12						
Tot.	\$5 873 80	\$12 683 17	\$220 00	\$18 777 15		\$529 49

(continued)

and technology, art and journalism, music, agriculture, others

(continued)

AUXILIARY AGENCIES AND SUNDRY ACTIVITIES

						No.
New books (capital outlay)	Expenses of boarding pupils	Expenses of boarding and caring for teachers	Recreation	Other expenses	Total	
96	97	98	99	100	101	
.....	1
.....	2
.....	Tot.
.....	1
.....	2
.....	Tot.
.....	1
.....	2
.....	Tot.
\$432 51	\$550 85	\$1 600 12	\$2 618 48	1
.....	2
.....	13 160 99	3
.....	4
.....	5
293 92	933 74	1 627 40	6
1 711 57	\$38 548 09	.....	.....	42 849 66	7
.....	8
\$2 437 10	\$38 548 09	\$550 85	\$2 533 86	\$60 256 53	Tot.
.....	1
.....	2
\$77 10	\$18 ..	\$871 04	3
.....	4
\$77 10	\$18 ..	\$871 04	Tot.
.....	1
.....	2
.....	\$5 448 52	\$7 035 82	3
.....	\$21 532 30	.....	\$1 908 32	10 414 31	39 855 02	4
.....	5
.....	6
.....	\$21 532 30	.....	\$1 908 32	\$21 862 83	\$47 400 84	Tot.
.....	1
.....	2
.....	3
.....	4
.....	Tot.
.....	1
.....	2
.....	3
.....	4
.....	\$6 164 79	.....	.....	.....	\$6 094 25	5
.....	6
.....	7
.....	8
.....	9
.....	10
.....	11
.....	12
.....	\$6 164 79	.....	.....	.....	\$6 094 25	Tot.

TABLE 4

Statistics of schools of librarianship, accountancy, architecture, engineering

No.	EXPENDITURES					
	FIXED CHARGES					
	Pensions	Rent	Insurance	Taxes	Contributions and contingencies	Total
	102	103	104	105	106	107
1						
2						
Tot.						
1						
2						
Tot.						
1						
2						
Tot.						
1			\$1 103 10		\$335 12	\$1 438 22
2						
3						
4						
5						
6			2 236 46			2 236 46
7			1 858 13	\$40		1 898 13
8						
Tot.			\$5 107 60	\$40	\$335 12	\$5 572 81
1						
2						
3			\$218 87	\$43 94		\$262 81
4						
Tot.			\$218 87	\$43 94		\$262 81
1			\$217 40	\$384 49		\$601 89
2						
3		\$3 200	1 618 31			4 818 31
4		1 315	383 51		\$3 771 53	5 470 04
5		3 380		14 90		3 394 99
6		4 668 86	85 72			4 754 58
Tot.		\$12 563 86	\$2 304 94	\$399 39	\$3 771 53	\$19 039 72
1						
2						
3						
4						
Tot.						
1						
2		\$400	\$8 76			\$408 76
3						
4		30	313 45			343 45
5			426 55		\$604 43	1 030 98
6						
7			1 616 64			1 616 64
8						
9						
10						
11						
12						
Tot.		\$430	\$2 365 40		\$604 43	\$3 399 83

(continued)

and technology, art and journalism, music, agriculture, others

(continued)

DEBT SERVICE						No
Redemption of bonds or mortgages	Redemption of short term loans	Payment of interest on bonds or mortgages	Payment of interest on short term loans	Refunds (tuition and board or room rent)	Total	
108	109	110	111	112	113	
.....	1
.....	2
.....	Tot.
.....	1
.....	2
.....	Tot.
.....	1
.....	2
.....	Tot.
.....	1
.....	2
.....	Tot.
.....	1
.....	2
.....	3
.....	4
.....	5
.....	6
.....	7
.....	8
.....	Tot.
\$14 000	\$337 08	\$162 50	\$14 499 58	1
.....	2
.....	3
.....	4
.....	5
.....	7 099 71	.....	7 099 71	6
.....	4 653 55	4 653 55	7
.....	8
.....	Tot.
\$14 000	\$7 436 79	\$4 816 05	\$26 252 84	1
.....	2
.....	3
.....	4
.....	Tot.
\$1 000 ..	\$7 100 ..	\$502 22	\$187 95	.....	\$8 790 17	1
.....	2
.....	3
.....	4
.....	Tot.
\$1 000 ..	\$7 100 ..	\$502 22	\$187 95	.....	\$8 790 17	1
.....	2
.....	3
.....	4
.....	5
.....	6
.....	Tot.
\$3 250 ..	\$137 679 43	\$5 406 73	\$100 ..	\$1 102 31	\$138 881 74	1
.....	2
.....	3
.....	4
.....	5
.....	6
.....	Tot.
\$3 250 ..	\$138 079 43	\$6 046 37	\$100 ..	\$1 102 31	\$149 178 11	1
.....	2
.....	3
.....	4
.....	Tot.
.....	1
.....	2
.....	3
.....	4
.....	5
.....	6
.....	7
.....	8
.....	9
.....	10
.....	11
.....	12
.....	Tot.
.....	\$1 100 ..	.....	\$769 46	\$1 860 46	1
.....	2
.....	3
.....	4
.....	5
.....	6
.....	7
.....	8
.....	9
.....	10
.....	11
.....	12
.....	Tot.

TABLE 4
Statistics of schools of librarianship, accountancy, architecture, engineering

No.	EXPENDITURES				
	CAPITAL OUTLAY				
	Land	New buildings	Alterations of old buildings	Equipment	Total
	114	115	116	117	118
1					
2					
Tot.					
1					
2					
Tot.					
1					
2					
Tot.					
1				\$27 43	\$27 43
2					
3					
4					
5					
6				2 705 40	2 705 40
7	\$5 560 23	\$149 379 50	\$43 841 73	11 002 12	201 383 58
8					
Tot.	\$5 560 23	\$149 379 50	\$43 841 73	\$14 334 05	\$204 116 41
1					
2					
3					
4					
Tot.					
1	\$900				\$900
2					
3				\$311 51	311 51
4		\$2 500			2 500
5					
6					
Tot.	\$900	\$2 500		\$311 51	\$3 711 51
1					
2					
3					
4					
Tot.					
1					
2					
3					
4			\$1 119 05	\$5 531 51	\$6 650 56
5					
6					
7					
8					
9					
10					
11					
12					
Tot.			\$1 119 05	\$5 531 51	\$6 650 56

(concluded)

and technology, art and journalism, music, agriculture, others

(concluded)

Amount invested	Total payments	Balance	Total payments and balance	No.
119	120	121	122	
	\$3 415 ..		\$3 415 ..	1
				2
	\$3 415 ..		\$3 415 ..	Tot.
				1
				2
				Tot.
				1
				2
				Tot.
	\$76 339 24	\$2 179 26	\$78 509 50	1
\$412 70	295 595 29	1 049 15	266 554 44	2
				3
				4
				5
31 495 ..	252 510 13	54 637 17	397 147 39	6
546 651 95	1 135 065 34	154 647 19	1 279 712 53	7
				8
\$578 529 65	\$1 719 429 ..	\$212 593 77	\$1 931 923 77	Tot.
				1
				2
	\$41 180 28	\$1 804 56	\$45 984 84	3
				4
	\$41 180 28	\$4 804 56	\$45 984 84	Tot.
	\$11 915 57	\$1 645 13	\$13 560 70	1
				2
\$39 009 ..	388 918 06	469 80	388 479 82	3
	197 396 64		197 396 64	4
	31 222 54		31 222 54	5
	35 478 29	2 568 37	38 046 66	6
\$39 009 ..	\$603 942 ..	\$4 674 36	\$668 616 36	Tot.
				1
				2
				3
				4
				Tot.
	\$589 11	\$73 85	\$662 96	1
				2
				3
\$6 931 61	24 025 98	760 18	24 786 16	4
5 177 29	128 927 49	6 193 49	135 030 98	5
	1 388 61	702 87	2 091 48	6
127 235 50	179 490 05	9 377 78	188 867 83	7
				8
	626 800 79		626 800 79	9
				10
				11
				12
\$139 344 49	\$961 222 93	\$17 018 17	\$978 240 29	Tot.

TABLE 5 (continued)

Grand total of statistics of colleges excluding foreign colleges

	TOTAL
DEGREES (concluded)	
M.E.	247
E.E.	144
Other degrees.	1 141
Total, men.	6 265
women.	2 695
Higher degrees conferred	
On examination.	1 931
In course without examination.	2
Graduated without degrees, men.	1 084
women.	758
Honorary degrees conferred	
D.D. or S.T.D.	22
LL.B.	23
Others.	28
Total, men.	71
women.	2
Volumes.	3 683 009
SUMMARY OF PROPERTY	
Grounds.	\$30 917 653 49
Buildings.	65 730 925 27
Furniture.	7 202 133 72
Apparatus.	3 305 713 12
Library.	4 988 094 61
Museum.	372 899 77
Other property.	3 232 597 42
Total used.	115 750 017 40
Investments.	154 359 197 75
Total property.	270 109 215 15
Debts.	12 882 227 19
Net property.	^a \$257 227 487 96
Total receipts.	\$58 461 499 47
EXPENDITURES	
General control	
Salaries of president, clerks and office assistants.	\$1 962 886 80
Other expenses of administration.	1 300 862 38
Total.	\$3 263 749 18
Instruction	
Salaries of instructors.	\$14 379 849 92
Prizes and scholarships.	675 429 52
Supplies.	810 408 29
Other expenses.	2 161 433 37
Total.	\$18 027 121 10
Operation of plant	
Wages of janitor and other employees.	\$1 624 548 09
Fuel.	905 675 67
Water, light and power.	300 651 41
Janitors' supplies.	164 156 61
Other expenses.	298 154 45
Total.	\$3 293 186 23

^a Deficit of \$500.

TABLE 5 (*concluded*)

Grand total of statistics of colleges excluding foreign colleges

	TOTAL
EXPENDITURES (<i>concluded</i>)	
Maintenance of plant	
Repair of buildings and upkeep of grounds.....	\$908 987 86
Repair and replacement of equipment.....	255 937 70
Other expenses.....	281 364 74
Total.....	1 445 390 30
Auxiliary agencies and sundry activities	
Libraries.....	\$425 290 62
Repair and replacement of books.....	96 768 85
New books (capital outlay).....	189 464 99
Expenses of boarding pupils.....	1 322 355 13
Expenses of boarding and caring for teachers.....	127 731 81
Recreation.....	309 763 42
Other expenses.....	919 518 48
Total.....	\$3 390 893 30
Fixed charges	
Pensions.....	\$171 286 23
Rent.....	146 166 21
Insurance.....	153 536 79
Taxes.....	31 636 55
Contributions and contingencies.....	53 194 68
Total.....	\$555 820 46
Debt service	
Redemption of bonds or mortgages.....	\$657 502 51
Redemption of short term loans.....	1 031 580 29
Payment of interest on bonds or mortgages.....	426 209 70
Payment of interest on short term loans.....	68 277 06
Refunds (tuition and board or room rent).....	47 169 19
Total.....	\$2 230 738 75
Capital outlay	
Land.....	\$1 640 417 37
New buildings.....	3 337 073 80
Alteration of old buildings.....	910 741 27
Equipment.....	317 218 77
Total.....	\$6 205 451 21
Amount invested.....	15 812 703 ..
Total payments.....	\$54 225 053 53
Balance.....	4 236 445 94
Total payments and balance.....	\$58 461 499 47

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